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ABSTRACT

A wide range of articles concerned with the major work and interests of college unions are organized into six topical areas; (1) philosophical considerations about the purposes and directions of college unions; (2) management and operation of the college union; (3) food service; (4) programming; (5) contemporary society and the college union; and (6) the business of the association of college unions. In all areas the articles focus not only on what is, but also on what can be. Keeping college unions contemporary is a pervasive theme throughout the proceedings. So is variety. For example, under the section on management and operation, topics range from financing and personnel to services and governmental regulations. The section on programming considers enrichment, educational, entertainment, black cultural, ecological, creative arts, coffee house, sports, outdoor, insurance, as well as other programs. (TL)

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REACH OUT

Associations of College Unions–International

THE GREENBRIER
White Sulphur Springs, West Virginia
March 21-24, 1971

PROCEEDINGS

# of the

FORTY EIGHTH ANNUAL CONFERENCE

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PART ONE: The College Union

The Union And The Two Cultures

CHESTER A. BERRY
Executive Secretary
Association of College Unions-International

Considerable ambivalence accompanied the acceptance to deliver this paper. Certainly, after three years, an executive secretary should have something to say besides the information he presents in his annual report and his reports to the Executive Committee. At the same time, he runs the risk of having his personal statements construed as Association policy, which is not and should not be the case. The invitation was accepted with some trepidation.

KIND OF ASSOCIATION

The uniqueness of ACU-I makes it difficult to compare it with other organizations. Many try to do this and I shall comment more about this later.

This is an association of institutions. It is not composed of individuals with equal votes. There are those who think it should be. A glance through Education Associations, as published by the U.S. Office of Education, suggests that organizations with individual memberships are balanced by those with institutional memberships. Regardless of opinions, there is room for pragmatism. Last year 625 persons paid individual dues to ACU-I. Had these members been asked to replace the institutional dues income they would have each paid $107.75. Or, if we wished to be somewhat more practical and were to establish a more realistic annual dues of $20 we would need 3,680 individual members.

There seems to be strength in institutional membership. I submit that such membership need not be autocratic, although it often is. Our new constitutional and by-law changes should be helpful on this score. Only occasionally do I receive correspondence suggesting that a complete union staff or organization has considered an item of Association business. The union director seems to exercise a proprietary right to Association affairs and I should like to suggest that this need not be the case. Our new procedures should help. Important items will be reviewed by the Resolutions and Executive Committees, presented in writing in advance of the business meeting, debated at the annual business meeting and voted on, again in writing, after the business meeting. The eventual franchise rests with the local campus. Geographic proximity to the conference site and economic resources or travel restrictions will not decide the voting lists.

This is also an association of college unions. College unions are wildly diverse as buildings, as organizations and as programs. Some people here today see unions only as programs; others only as operations. Still others see only a continuum. It would seem that whatever this association does must consider the diversities. It just isn't going to be exactly the kind of association anyone wants. Those with constituent interests, whether they be in food service or recreation or program or general administration, are not likely to find their interests completely served. Perhaps our greatest contribution can come in placing vested interests within the larger context. Here I include not only the interests of specialists within the union but also the place of the union within the structure of higher education and the larger society.

ANALOGY

During these past three years I have frequently drawn analogies between being a union director and an executive secretary. I suppose parallels among organizations are natural because of the inescapable similarities of all organizations. Nevertheless, it was a bit unsettling to discover that professionals whose jobs require them to work daily with volunteers were frequently oblivious to equivalent situations within ACU-I. This Association depends upon its volunteers for most of its creative thrust, just as I, as a union director, depended upon committees and boards for ideas. My stock response to letters from members berating "your" association for omission or commission is much like it used to be to students. The Association, like a college union, consists of its members. It is yours and the opportunity for members to do something is there. Come up with a well designed proposal. Join a committee. Earn your spurs.

I've also been taken aback by the parallel between the way some union people perceive the Executive Committee and the way students view their administration. It's almost as though everything were predictable and easily solved, that resources were limitless, that recommendations from committees and regional representatives were irrelevant (and, by the same token, that these same committees and regional representatives always respond to queries and assignments referred to them) and that there were no such thing as an annual business meeting. Certainly the Executive Committee, like a college administration, must make choices and assign priorities that everyone doesn't like but one might expect that college administrators could understand this. Last year we heard the student member of the Executive Committee tell the business meeting that he found that Committee anything but a "blank wall". If anything, the students on this committee seem to find it overly sensitive to its constituents, at the expense of efficiency.

I should like to point out a most significant difference between the Executive Committee and the college administration. The latter are paid to do their jobs full-time; the voting members of the Executive Committee are volunteers. I estimated last year that its members were away from home on Association business, including travel time, on an average of thirty days each. This does not include additional time spent at regional conferences or representing the Association at professional meetings, at ACU-I committee meetings or other functions. When they return to campus the accumulated work of their own union greets them. The ACU-I correspondence load is sizable and there is also increasing pressure to do more in the way of codifying procedures and policies. Thinking time is hard to come by but it obviously ought to receive the highest priority.

The plaint is heard that the Executive Committee should be more accessible during this conference. This makes sense, although last year's posting of office hours for the president and the executive secretary produced a total of three appointments. However, perhaps we should take a look at the schedule. First of all, the members of the Executive Committee are conference delegates. Their unions are paying for their travel and expenses during the conference. It makes sense that they attempt to attend a session or two, see the exhibits, interview job candidates or visit with colleagues. This applies equally to regional representatives, committee chairmen, past presidents and others whose eminence might make them logical targets of attention. It has been my observation that this has very little to do with their willingness to meet with anyone, although an Ancient Mariner clutch in a corridor may not be just the way to start a conversation. Make an appointment.

Secondly, the Executive Committee will be working here something like fifteen hours a day for ten days. It has been in such sessions for three days now and will continue for at least two days after the conference. It's not unlikely that it may have to convene, as it has the last two years, at 7:30 some morning to handle an emergency situation. This is not the way to achieve measured, reasoned action.

The various members of this committee also have specific tasks they must perform. The vice presidents for regional affairs, for committee affairs and for the 1972 conference program have obvious need to use this opportunity for face-to-face meetings as efficiently as possible. The vice president for program of this conference is obviously immersed in his immediate problems. The Assembly delegate has thirty colleagues to work with. The president who, incidentally, has spent another twenty days or so away from home on ACU-I affairs, has a string of engagements and appointments long enough to demand he be twins. This year the committee will meet for two days immediately after the conference in order to deal without distraction with whatever pressing problems emerge from this conference. This may be as close as we come to getting blood out of stones.

The usual conference session on old guard vs. young Turks will be held again this year. I guess every educational organization could hold one of these sessions annually. The theory involves the existence of a power elite, largely from large universities and always union directors, which pulls all the strings. I remember the shock I felt upon becoming a vice president in 1959 when a colleague, who had more years in the union field than I and who is two years younger than I, made a remark in passing about "you members of the old guard". I automatically had been initiated into the old guard, regardless of my philosophy or background. It's been fun to watch *him* operate as a member of this year's Executive Committee.

Perhaps the opposite of the old guard approach would be reached if young and untried persons were made committee chairmen, regional representatives and officers. Yet, if these jobs are important, shouldn't we have some evidence of previous performance as a regional coordinator or committee member? Isn't responsibility on one's own campus apt to be a rough measure of promise elsewhere? And, incidentally, isn't proven devotion to the union field, as opposed to a perception of a union job as a step up the academic ladder, of some value?

When I was unceremoniously ushered into the old guard I was 42 years old and I represented a campus with 2200 students. I have done a bit of research on the ten years since then. The average age of the president has been 41.1 years. Campus enrollments of the presidents ranged from 1897 to 47,000, with a median of 8500. The average of the voting members of the Executive Committee, that symbol of entrenched bureaucracy, at its fall meeting, is about one and a third years in office. Scarcely a superannuated self-perpetuating organization of behemoths. And let me say that, regardless of what sort of action follows the report of the Nominations Study Committee, the members of the Executive Committee are almost invariably as much in the dark about the new candidates for office each year as is the rest of the membership. That is not to say that they don't have some idea of whom the leading candidates are and that many of them are not consulted individually concerning possible candidates. They are. Who can better evaluate performance and potential than the closest observers? But that's about it.

Certainly a camaraderie exists among those who have served as regional representatives, committee members or officers. We'd be in the wrong business if such rapport didn't develop. Anyone who has been subjected to a term on the Executive Committee will tell you that it is as sensitizing an experience as a week at Wimberley or Bethel.

The creation of a vice president for regional affairs in 1969 did much to open up the avenues of participation in ACU-I affairs. As we go into the third year of our first term with a vice president for committee affairs there is every assurance that our effectiveness is being improved in that quarter. If our gamble on a computerized professional registry is successful we should have another tool to improve the participation of volunteers in the Association.

However, nothing is going to eliminate the plaints of the vociferous non-performers, of the status-seekers nor of the untalented jealous. Nothing will eliminate the necessity of some authority to deny some requests in favor of others. Choices, and mistakes, must be made and the inevitability of unhappiness and dissatisfaction must be accepted. This association is holding its forty-eighth annual conference here today because of the hard work of men and women volunteers, not because some sinister cabal seized power years ago. We need all the input of intelligence and hard work that we can get and I think we are ready to accept it. We also must stand ready to reject the meretricious and the slovenly.

A charge frequently hurled our way, particularly by younger staff members, concerns the Association's inaction. There is no question but what our activity ebbs and flows with the productivity of our volunteers. These are the people who man our committees, move our regions, write our monographs, contribute to the Bulletin, initiate our workshops or travelling exhibits, man this conference, do our research and launch our new projects. One new regional representative or committee chairman can turn around the thrust of his venture in a single year.

We almost take for granted the annual contribution of the Recreation Committee and its fifteen regional coordinators. Thousands of students participate in their own unions, then on the regional level and then internationally in a variety of wholesome activities under benign supervision. This program has continued for ten years at almost no expense to the Association and at modest cost to the individual unions. In many instances it generates income at the local level. To those sophisticates who deprecate the program I say don't knock it, study it. Perhaps there's something there to be learned for use in the areas you're devoted to.

This Association has been accused of being overly conservative and unduly concerned with educational and professional proprieties. I agree that it may appear cautious and yet none of our colleagues has attempted to mount a project like the Mishawak Assembly. When I asked at the Council of Student Personnel Associations if any group there had a student on its board, or were thinking about it, I was answered by an incredulous silence. This project, financed largely by a shoestring and faith, is unique. It's my personal opinion that this fall's regionals will provide our first real insight into the viability of the concept.

While I mention Mishawak I don't want to ignore fifteen regional conferences, plus considerable other regional activity. Someone in the Association is doing a lot of work.

Our latest venture into a Professional Registry can scarcely be considered cautious. Here again, as in the instance of Mishawak, we've invested a portion of our tiny reserve fund into something unique. People are what unions and this Association are about. We've heard groans, often unfair, about our own. We've seen associations nearly go broke trying to computerize their employment operations and we've seen successful ones price themselves out of the educational market. I am currently chairing a committee for COSPA that's trying to come to grips with the placement problems of the entire student personnel field.

At the same time we've been frustrated in our attempts to keep filled the more than 200 volunteer positions that exist within ACU-I. Matching interests, abilities, experiences, geography and openings presents an enormous challenge. I sometimes think we have three organizations -- one here, one coming and one going. So we took a calculated risk, using part-time help and existing computer programs, to devise a

Professional Registry, including an employment service, that will serve the needs of the Association, its institutional members and its individuals, without bankrupting us. A calculated gamble, indeed, for a cautious organization but a gamble which at least has three years of study and contemplation behind it and one that is devoted to people.

We exchange publications with about 35 other Associations of higher education. I read these as diligently as I can and sometimes pass along information that might be helpful to our membership. I attend meetings of some of these associations and have occasion to talk with officers of others. The thrust of most of them -- AAUP, NASPA, NACUBA -- tends to be somewhat more limited than ours, in that management and philosophy and psychology and physical plant and, indeed, student interests, aren't so intermixed, but they deal with the same kinds of organizational complaints and problems that we do. I've come to appreciate that the exemplary approach to employment service or professional journal or annual conference of other organizations, as recommended by a union staff person, is usually regarded with jaundiced eye by at least some members of that organization, some of whom have used the ACU-I approach as an example of the better way. I've lent our files on establishing our central secretariat to four other associations who would like to follow our lead.

All of this is presented neither as an apologia or a complacency but rather as a suggestion that we are no more immune to the facts of life -- whether these be the impersonality brought on by growth, the conflicts which rack the society of the seventies or the inevitable by-products of bureaucratic organization -- than our sister associations. As I gain more insight into these organizations, it seems to me that we cope about as well, or as poorly, if you will, as any.

WORTH OF ACU-I

There are those who say the Association of College Unions-International isn't worth the dues their institution pays. This boils down to one's set of values. To some it's rather like contributing to church or pledging to the United Fund and then serving on the vestry or as drive chairman. You pay for the privilege of serving and, often, of being criticised in the process.

The Association is, first of all, a line of communication to union people. The larger the union, the theory goes, the more people there are to communicate with. Communication consists of input and output and is as good or bad as the quality of the input and the use which is made of it. Our five Bulletins, eight Wires, the conference Proceedings, publications like the recent Standards, research like the Governance Study now being prepared for the printer and our microfilm program is unmatched by any comparable association. Our recreation program, our regional activities, this conference, Mishawak, the Professional Registry, the almost continuous flow of information from the central office in response to individual requests, the activities of our standing and special committees, the travelling exhibits, the seminars add up quantitatively, at least, to an impressive array. The value of this communication isn't much good if it stops at the director's desk or if its quality -- much of which depends upon the volunteer contributions of people in the field -- is low.

I don't know what one good idea is worth but new, usable ones appear seldom. One every year would be a very good average, I'd say, regardless of whether it came at a regional meeting, via the Bulletin or the Wire, a session at this conference or in a late evening bull session. Last July we received a thank-you letter for some assistance we had provided in connection with a building program from a military academy which had questioned earlier the applicability of membership in the Association to its particular needs. The letter ended "be assured of our continued support to the Association in any way that you think we may be of help." That institution would have to pay its present dues for 160 years before they totalled one percent of the project cost.

A recent Wire mentioned the availability of microfilm copies of recent evaluation studies done by four college unions. Reducing these studies to film and getting permission to circulate them was strictly a flyer. Were any unions interested in a thousand pages of data? Within a month we had sent out 35 sets of these films. I don't know how to measure the value of such information but it seems logical to assume that some union's self-study will be the better because of this resource. Perhaps some who would otherwise not have engaged in introspection will be encouraged to do so.

On the other hand, correspondence and telephone calls often ask questions which have just recently been answered in a Wire or the Bulletin or the Proceedings. Enough of this happens to suggest that membership in ACU-I isn't worth very much if no one takes advantage of it. During the next three days there will be forty-four special interest sessions presented at the ungodly hour of seven-thirty o'clock in the morning. I would suggest that the answer to one question, obtained at one of these sessions, might be worth a year's dues plus the cost of attending this conference. It might even be worth going to bed an hour earlier the night before.

I've come to appreciate ACU-I's heritage and good fortune more and more as my perspective changes. We are on record in our appreciation of Ed Whiting and Porter Butts and of the manner in which they complemented each other. We've made some small recognition of the rent-free space Cornell University made available to us but we've never really acknowledged that we were almost as equally well off at Wisconsin. Nor, I think, have we ever truly taken cognizance of the stability and continuity that both Ed and Porter received from the two ladies in their offices who backed them up. And, perhaps, most of all we took for granted the miraculous good health of these two men. As far as I can find out they never missed a meeting, a conference or a deadline while in office.

We were blessed also with good fortune in the timing of our move to a full-time secretariat. We just missed the campus uprisings of 1968 which would, and did, render any kind of productive work other than facing crises impossible. None of us, including Porter and Ed, really knew the kind of bargain ACU-I was getting and some have had trouble adjusting to having to pay more of our own way.

TIME

It takes time to get things done in an Association like this one. That's one reason why the vice president for conference program is now elected two years in advance. Planning on the Golden Anniversary year, which produced five monographs, a gigantic survey, an exhaustive bibliography, a year book, a study of unions around the world, an outstanding retrospective art show, an imposing conference and pre-conference program and the start of the multiple use study, began in 1960. Not all of the projects were completed by 1964. The 200th anniversary of the founding of the United States is five years away. The list of things for which this Association, individual unions and the various regions might be planning between now and then is staggering. Program ideas, resources, local applications, summer trips and exchanges, museum visits, travelling exhibits are some of the possibilities that come to mind. Perhaps this could be the best means for the college population of the mid-seventies to get a penetrating look at the dream and the realities of this experiment in democracy. I'm not talking of either a flag-waving or a muck-raking approach. If plans were well formulated and with experimental education continuing in vogue it's likely that, on some campuses, both academic money and credit could be made available. Perhaps some unions not in the United States, particularly members in Canada and Australia, would have an interest in this venture as a means of finding out more about this country. Maybe students from "down-under" would join with American students in bus tours around the states.

I'm not trying to sell the idea. I am trying to make the point that it takes time for us to fill the pipe line and keep the pressure up. This pressure fluctuates, naturally, with the people who apply it. From my vantage point it would appear that our committee structure is just beginning to reflect the addition of a vice president for committee affairs, made in 1968. New committees, some created more than a year ago, just now seem to be getting geared up. *Whatever we want to do we must allow* for more time than is our wont. The customary post-conference slump needs to be eliminated. Cranking up during the Christmas vacation in order to have some sort of written report by conference time is scarcely the way to achievement.

I trust that we have learned not to be a part of the NOW generation. Partly because of the limitations of time and partly, I believe, because we have surrended to the emotionalism of our one face-to-face meeting a year or to the euphoria of a Mishawak setting we have approved resolutions or actions which, in the cold light of the succeeding months, looked less appealing or possible. To some persons not privileged to participate in the face-to-face deliberations, they looked even less inviting. I believe the work of the Resolutions Committee on the proposed changes in the constitution, the by-laws and the business procedures of the annual meeting will make for more deliberate and thoughtful action, participated in by more and more unions.

HIGHER EDUCATION & UNION PROGRAMS

When first contemplating the outline of this talk I had thought I'd make some personal observations about higher education. We all know of the campus uproars and many of us have been involved in or interested spectators of attempts at change. I'm as diligent a reader as I can be on the subject. I do get to various meetings of higher education associations and I visit campuses during the year. I try to be a good observer and I think a good deal about higher education. I've decided that I have very little to say.

Society, in its insistence upon conformity, status and affluence, has come close to extending compulsory education beyond high school. At the same time that it has been doing this it has succeeded in barring a sizable proportion of youngsters from college. It looks as though this will be remedied within less than a decade but I fear that the lack of motivation which compulsory education engenders isn't going to disappear. Those who aren't motivated will continue to be alienated by "irrelevance" and, since the system won't be legally compulsory, the temptation to drop out will remain.

I don't see that there is any more real insight into the teaching-learning process than there was when I was studying educational psychology thirty years ago. (I wonder if those who teach educational psychology do it as poorly as they used to?) The students who found college courses irrelevant and set up their own free universities weren't very successful, perhaps because the disciplines that teach the answers to their questions are either non-existent or pseudo-scientific at best. Some of you have heard me say before that I'm not sure there is such a thing as teaching -- there is only learning.

A couple of years ago, when students were first discovering that college administrators weren't running as much of the academic show as they had believed and so began turning their attention towards the faculty, I had the occasion to listen to a world famous engineering professor indulge in some introspection. This happened at lunch time during the span of a month. He asked his table full of colleagues how he could be relevant in his course in thermodynamics when this was the only field in which he was competent. He didn't know any more about south Asia than the rest of us at the table. And so on. Then, two or three weeks later, he joined us in a particularly dispirited mood. It was term's end and a student had just berated his course because "everything I learned in it I had to learn by myself".

One student newspaper, whose specific gravity fluctuates somewhere between that of Mao-Tse-tung and Fidel Castro, recently headlined a story with the announcement that students were abusing the relatively new pass-fail system. Anytime this paper finds students abusing anything it is newsworthy. The article was an admission that this innovative system was not encouraging learning, as its proponents had promised, but exploitation. This is one of the world's great universities. Three-quarters of a centruy ago, when founded, it had tried out the pass-fail system and had moved over to the traditional grading system.

About two months ago Glenn Dumke, chancellor of a state college system which enrolls more than 100,000 students each year, presented a plan which would speed up undergraduate work to the extent that students might graduate in three years or less. Examinations, if passed, would be accepted in lieu of prerequisite course work. Professors would become "examiners rather than teachers".

I asked a friend of mine what he thought about this. He is the only man I know with three Ph.D's. Except for the last of these degrees his education is European. His comment was succinct. "I grew up under that system and all that happens is that students do nothing until exam time when they cram."

In the last issue of Change, the magazine on higher education, Lewis Mayhew, writes "Innovation in education swings like a pendulum. ...Educational reform seems even more restricted by reality than reform in other human activities. ...As long as the ideal (of self-actualizing people, open to new experience and unafraid of human emotion) is not forgotten, however, and as long as faculties attempt to solve age-old problems in contemporary idiom, colleges will remain significant and viable communities."

So, I don't foresee any marked change in higher education, although certainly there will be variety in its various forms, such as community colleges or inner-city universities or cluster campuses. I'd like to see a moving-away from the extension of compulsory education, as I have already described, to a self-motivated approach to learning. It seems certain that there will be more opportunity for such learning, particularly to persons well beyond the present collegiate age average, during the years ahead.

So much for my view or non-view, if you will, of higher education. I would say to those who can accept my thesis of college being compulsory education, that the college union can represent an escape from compulsion. I just wish I had more evidence that union programs are providing the intellectual, cultural and emotional opportunities that so many college students seem to want.

We hear many calls today for bold and innovative programs. Obviously I don't have much to offer that is bold or innovative for higher education, nor for college unions, for that matter. The assignments have been laid out before. I don't see them being completed very well. I'll be quick to support new directions, which is a great deal different from calling for them. The woods seem to be full of callers, all calling for others to do something. These callers also seem to deprecate the doers of the traditional.

For the past five or six years I've served on the admissions and allocations committee of our local United Fund, which raises and dispenses about three quarters of a million dollars each year. More and more we talk about new directions to meet such new problems as drugs, the alienation of youth and health services. We find little to support. Last year, after some of us spent some of our evenings with some alienated teenagers in a kind of half-way house we decided to support this freelance endeavor, even though the neighbors, the politicians and, to some extent, the police, tried to convince us not to. I cast a yes vote despite my wonderment as to how this "hang-loose" program, housed in a splendid old mansion, was going to help the unhappy youngsters I had talked with. We took thousands of dollars from such established programs as the Y's, Boy Scouts and Visiting Nurses to support Damien House. It folded in less than a year for lack of leadership. It was bold, innovative and ineffective. This year we're putting new money into a program which will provide better dental care for children.

During this time of criticism of all our social institutions I keep looking for alternatives. I don't see them emerging. In the meanwhile it seems as though we should do nothing if it isn't a new departure. Yet opportunities abound. During the first week of February this year Coffman Union at Minnesota presented twenty-three programs under the title of Dialogue in Sexuality. The budget was modest, the resources largely local, the topic was relevant, the content was valuable. Why don't we do more with this kind of thrust? And when we do, for goodness sakes let's tell our colleagues about it.

As campuses today shuck off the in loco parentis approach they find a troublesome vacuum in its stead. Even those universities with prestigious law schools are encountering difficulties in assuring due process. Judicial services are disrupted and, with no constabulary competent to ensure order, hearings break down. Rules are broken with impunity. Coercion and intimidation are used against students, faculty and administrators. The concept of justice must be a relevant aspect of our society for college campuses. What college unions are programming in this area? How many are examing the history and meaning of justice? What kinds of justice are there? Who determines what it is and how it is enforced? What is the American Academy of Arts and Sciences doing about all this in its study on university governance? What colleges seem to be successful in providing justice on campus. Is the NYU code working? Why not? What documents have been compiled that might be helpful to others? What are the great novels and films on justice? Les Miserables might make a good start. Are there art shows that might be put together on the subject? Prints by Daumier suggest themselves. Who are the good speakers on the subject? Is Ramsey Clark one? Who can do a good job locally? How about the public defender? Can neighboring unions combine resources to present programs on justice? Can the union provide a thoughtful, varied program that might lead to changes in campus jurisprudence?

THE NEW UNION?

The December issue of the *Bulletin* carried a story captioned *"Not a College Union -- but a Union College."* Rather than designating one area as a 'student union' or 'student center', traditional union facilities are sprinkled throughout the college. Bowling lanes, recreation rooms, basketball and tennis courts, a handsome 500 seat theatre, spacious lounges, a large variety of meeting and dining rooms, music listening rooms beautiful art galleries and display areas, and a stunning split-level dining hall are effectively blended into all areas of the plant. The objective is not a separate 'college union', but in a very real sense a 'union college' -- one that brings together the entire college program."

That sounds like the description of a number of colleges that finally decided they needed to build a union building in order to "bring together the entire college program." Overlooked is the fact that a union centralizes resources in order to achieve its goals. Among these resources are people -- professionals, paraprofessionals and volunteers. They are there in one place, working as a team. What I like to call education by propinquity is made possible when it becomes necessary to walk by an art show to cash a check or to discuss a debate over a cup of coffee. Unions knew what synergism meant before the technicians started to use it.

A few years back I had an occasion to do what might be called interdisciplinary work. I was pulling together information on the accreditation of curricula and I was doing it at one of our great universities -- one of the big five in the ACE graduate school survey. I had to visit seven different libraries, all with different hours and different procedures, to find what I wanted. I remember three trips to the chemistry department before I could find the library open and manned. With less motivation I would have abandoned my project.

A union, at least a good one, is interdisciplinary. Its programs should involve whatever is important and interesting. Its very operation demands the balancing of both the fiscal and the intellectual budgets. It brings together components that the community needs to synthesize an approach to living. It can't be scattered.

The union, precisely because it is the center for the community, has been affected enormously by the changes in the community. For twenty years rising enrollments have increased revenues from fees. More students caused larger earned grosses. Now, at a time when colleges are hit by financial cutbacks we find check averages at the cash registers declining and fees being challenged. Leisure time patterns are changing and these affect college unions financially and in their effectiveness. Apartment living has its impact on unions. So does the dimunition in the interest of people in making volunteer contributions. Invasions by non-students pervert the whole situation. Pessimists write off the union.

I don't. Not by any means. The search for Utopia that goes on in our society during these parlous times has many things stuck on dead center. It would seem that the search is already being replaced by more prosaic endeavors. History has some things to teach. A common report after "responsible sit-ins" -- whatever they are -- during the last year told of the sense of loss the participants felt upon breaking up. The loss was the loss of a feeling of community. The commonality of purpose, the physical closeness, the threats from outside, accentuated the sense of oneness, of belonging. The union has much to offer along these lines. So does the residence hall. It would seem there's much to be learned before agencies like ours adjust to the youth of today. And, I suspect, while we're doing this, the youth will do a somewhat better job in adjusting to the reality of today.

Seven years ago I had the privilege of this platform on the subject of the next fifty years of college unions. That was just before Mario Savio at Berkeley. I did not prophesy Mario Savio, or sit-ins or fire bombs or angry legislators. I just had a lot of fun. I have no intention of prophesying this afternoon, except to say that most unions aren't doing a very good job with their present assignments. Tomorrow's assignments haven't been passed out yet, so let's not use them as an alibi for today's poor work.

TWO CULTURES

During the past few years I've been intrigued by the works of C. P. Snow. As a scientist, professor, leading civil servant and man of letters he has provided much insight into higher education, power politics and society. His eleven volume novel, Strangers and Brothers, describes the academic life at Cambridge, the nuances of academic freedom, the challenges of war-time research, the politics involved in selecting a college "president", as well as a variety of personal and social problems. The final volume even has his son involved in a sit-in protest against germ warfare. Incidentally, Lord Snow and his son, in this one, drink beer together one afternoon in the Red Lion Inn -- the public house where the first college union -- the Cambridge Union -- was born.

One of the themes that runs throughout Snow's work concerns the two cultures. Indeed his first novel, written before he started the Strangers and Brothers series, is devoted to the scientific-humanistic conflict. His 1959 lecture, The Two Cultures and the Scientific Revolution, excited international attention.

I commend C. P. Snow to anyone interested in the last half century of higher education in the western world. He doesn't present much of a threat to such novelists as, say, Lawrence Durrell, but he has important things to say and he says them well enough. If Strangers and Brothers were to be the sequel to The Forsythe Story I believe TV might pick up thousands of campus viewers. However, I'm not plugging Lord Snow's books. I just want to observe that I've found a somewhat parallel situation developing within this Association.

The two cultures seem to be a product of the divided union -- or perhaps their emergence caused it. For fifteen years this Association has posted its belief in the oneness, the entity, of the union. This belief, as stated in the *Role of the College Union*, does not appear to be endangered by the revision presently under consideration. Yet there are many persons in this room who either subscribe to the idea of a divided union or who so denigrate the contributions of their colleagues of the other culture that they, in effect, support the split. To many, a union is only a program; to others it is only a service station. In other instances, the program staff or the business managers are seen as questionable evils to be suffered, not partners who can make the whole more than the sum of its parts.

A college building a new chemistry laboratory would never think of assigning responsibility for physical chemistry to the school of engineering, inorganic chemistry to the dean of humanities and crystallography to the art department. Yet it may invest millions of dollars to erect a union structure dedicated to the pursuit of grandiose concepts and then parcel out the responsibilities for achieving these concepts to assistant business managers, associate deans of students, physical plant managers, dormitory dietitians, bookstore managers, intramural assistants, unpromotable assistant professors and passed-over administrators --all going their own way with no effective coordination or leadership.

As executive secretary I suppose I see more evidence of the two cultures than anyone else. Research proposals surprisingly often reflect a one-sidedness that suggests that both researchers and their academic advisors are oblivious to the larger view of the union.

The Research Committee recommended the revision of three studies during the past year because they saw only the guidance and counselling aspect of the union program. I found myself writing, when commenting on one "If we're willing to accept that there is no difference between advising student activities and the union program groups then much of this survey falls in line. I can't accept it. ... Once you do accept the underlying thesis you can understand more why there is almost nothing about the intellectual, aesthetic, cultural, recreational or entertainment aspects of the program director's job. ... So where are the questions about the program director being well-read, cultivated, intellectually stimulating, familiar with the arts, etc.?" It is particularly disconcerting when the obliviousness is found in departments granting advanced degrees in union work. My visits to regional conferences reveal, time after time, that many of the delegates have no concept of the meaning of a complete union. I wonder if some of them ever ask about all the people who work in the union. Who hires them, pays them, trains them, visits them in the hospital, talks to them about their children? On the other hand, I occasionally end up in a smoky motel room with the managers who see students and faculty as obstreperous customers and the union's program staff as ineffectual hand-holders. And, let's not fool ourselves, too often the manager is hiding behind a big cigar and too often the program staff does include anti-intellectual hand-holders.

About one third of this Association's membership consists of associate members, institutions without a union facility. In addition, a number of persons hold the title of union director when they do not in fact have the complete responsibility for a union. Thus it is that there are persons in this room and many more like them in the Association whose perspective is skewed, who mistake the elephant's leg for the whole beast. I think we should recognize that the Association should and does serve such persons, whether they be activities directors, program directors, business managers, building schedulers or student government advisors. But, if college unions are our raison d'etre, I would caution against succumbing to the pressures generated from the point of view that the part is more important than the whole.

I should insert, at the risk of being repetitious, that the failure of many staff members to perceive the union as a whole is fostered in part by our regional meetings. These meetings extend the perception to students. Few union directors attend regional conferences, with the result that there is little input from experienced staff members. Conclusions are formed and reinforced, based on incomplete information. Several students at this year's Mishawak Assembly commented on how narrow was their view of the union in comparison to what it could be. And, lest we belabor busy union executives unfairly, let's ask if the regional programs are designed to provide something of value to them. Sessions which may be meaningful to students and junior staff members, who change every couple of years, may not be meaningful to the old timers year after year.

The rationale for a divided union escapes me. A university may decide that a professor of history or a dean of an architecture school made president is capable of taking charge of its destiny, confident that vice presidents for business and student affairs and academic affairs can help him make the complex machinery of the campus work, yet it often is loath to believe an experienced and knowledgeable person can be trusted with a complete union. The willingness of some administrators to escape from their responsibilities by letting private industry operate its food services or cleaning program or student living accommodations makes me wonder when the first college will turn over its teaching program to a private corporation, as is now being done in some quarters of public elementary education.

I remember my astonishment, about ten years ago, at the pride some administrators were taking on one campus in their solution to student housing. Private developers were being encouraged to build block after block of apartment houses next to the campus. The community that developed was called Isla Vista -- a name that now conjures up fatal shootings, bank burning, bombing, arson and mayhem. I can see no rational reason why a private entrepreneur should be permitted to make a profit from operating a service for a university when the university can do a good job for itself. I've yet to see a set of statistics that will convince me. I must emphasize the word rational. Paying a dishwasher twice the wage of the local culinary union for example, is not rational even if civil service requires it.

I worked once at a college which had experienced financial trouble so the trustees made the president and the controller each responsible to them. Of course it didn't work. It was an insidious situation. A split camp ensued and decisions which the president promised to implement often were mysteriously delayed, reversed or sidetracked. Faculty and staff morale flagged. Eventually the trustees came to their senses. They wouldn't dream of running their own shows in such fashion.

In my naive days as a young union director I assumed all union directors ran their own show. I recall well when visiting another union attending an arena showing of Moliere's Tartuffe. It was good theatre and when, at its conclusion, my friend the director said "let's have a cup of coffee", we repaired to the coffee shop with other theatre-goers who wanted to talk about the play and, perhaps, other things, only to discover it was closed by order of the campus food service director. The operation was losing money after eight-thirty. I need not point out how such an action lessened the thrust of that union. No union board of students, staff and faculty had had a chance to weigh the alternatives, to experiment, to consider subsidy or even to learn a bit about simple economics.

There are some putative unions in which the outstanding characteristic is the clash of philosophies between the manager, whose boss is the business manager of the college and who insists upon maximum dollar net, and the program director whose boss is the dean of students, whose idea of a union program seems to end with a T-group for a group of students known as the union board. This results in a service station which is open only during the peak periods of the week and a program which contributes nothing of value to the community it is supposed to serve.

Much of the two culture analogy is myth. I would point out that industry early discovered the values of T-groups and encounter activities. The classic "can" groups at the Harvard Graduate School of Business are examples of human interaction and growth. One of the major sections of the American Management Association is dedicated to personnel and I find the monthly journal of the AMA more helpful than its counterparts in the guidance and counselling sector of higher education. To the management-oriented persons in the union field I say "don't knock the things that are working to help people with their teamwork."

On the other hand, to the program-oriented persons I say theory and charm and "telling it like it is" isn't enough to keep the doors open and the coffee brewed for the coffee house. Management is needed. I would throw in the reminder here that there is a sizable profession in higher education which is called student personnel administration. The verb administer is quite different from minister.

This summer I got a call from the president of one of this country's most prestigious institutions, one which has a college union with a venerated history. He was looking for a new union director. "We've got to have a man with a track record as a manager", he said. "Sure, he has to know the importance of a program and we expect that he will develop a good staff in that area. But we need a person who doesn't use program as an excuse for every failure".

I'll not repeat my litany about most of the students and the faculty seeing the union primarily as a service station and making harsh demands of it. And I'll not repeat my observation that those on the faculty who should be most appreciative of the program potential of the union -- the humanists -- seem to be the last to urge the exploitation of this potential. And I'll not tell you of my theory that they can't bear the thought of anyone trying to teach their thing in a way which might make it come alive. I won't do this because so many of you have read what I've said on this subject before.

I want to read the back side of a meal ticket to you. It's a simple ticket, one in which a block is punched for each meal. "This card entitles the named...to the designated meals at the...dining room, subject to the following:

1. This card, and the meals represented thereby, are not transferrable.
2. Unused meals are not redeemable or exchangeable.
3. This card is not useable for...other purchases.
4. ...Please do not lose (this card), as a service charge will be made for replacement.

If you think this is from a meal ticket of a small, isolated, educational institution you're correct. I've carried it as a souvenir of my stay at that fountainhead of experiential education, the Esalen Institute, at Big Sur, California. I must confess that I found Gestalt Therapy intriguing, the Oriental calisthenics a bore, the encounter groups arch and the nude coeducational sulphur baths not at all. But the souvenir I carry is the interface of the two cultures. This was the only hippie food service I'd seen. The stringy-haired waitresses were barefooted and their gowns hung to their ankles. Their beads kept dangling in the food and the flies were on a marathon. I had the feeling that the middle-aged lady who doggedly punched our meal cards also gave lectures to the hippie help on portion control. When I teased her about her demand for I.D. cards she flushed with embarrassment and said it was all wrong but they just had to do it to keep from going broke. And backdoor requisitioning, she suggested, was an equal problem. It was a macabre marriage of far-out experimenting in trust and faith and love with the frailities of mankind and the need to meet the payroll.

At the 1969 conference in Denver one of our most visible union directors muttered to me, after some minor irritation, "the trouble with this Association is that there are too many program people." At almost that same instance another director was reading a paper which starts out "If you are running a college union and have an operations manager or an assistant director of operations, fire them -- or switch them into programs".

To me, the exciting challenge of the union director was the creation of an organization which could move, never very smoothly, all the components of the union towards established goals. The need for communication and concensus among the variety of persons involved in the union operation was the most important part of the job. When a student member of the board was able to explain the prices in the store or a custodial supervisor would return to hear panel discussions in the evening or the program assistant defend the policies of the food service I thought we were closing in on our assignment.

We bring with us the frustrations with which all of higher education today is fraught. During the past year I've received carbon copies of enough irritable correspondence to be very aware of the toll which budget cuts, drooping revenues, rebellious employees, militant self-seekers, disinterested students, disagreeable trespassers and outright criminals have wrought. It's not easy nor rewarding to be in the advance trenches, particularly when you worry about the support in the rear. More than once I've hearkened back to the old theory of the "transfer of training" that educational psychologists used to write about. The theory that similarity of situations promoted transfer -- thus a tennis player learns badminton more easily than a non-player -- was often overlooked by zealots of specific disciplines. And I've wondered if some of us haven't attempted to transfer the techniques of the encounter groups into situations where the similarities are lacking. "Telling it like it is" differs considerably from telling it as you perceive it. The perceptions of the two cultures, as Lord Snow so successfully points out, will always differ. If the term union means anything it should suggest the necessity of using our various resources to advance our mutual goals.

We have nearly four days before us in this comfortable retreat. We have a theme that calls for cutting across the two cultures. We have devices like the interaction groups, the special interest sessions and the program sessions themselves in which exchange should be easy. The schedule is relaxed enough to allow us to play together. The opportunity for making up dinner parties was never better. Some delegates have been forced out of their usual single rooms by physical arrangements. The house is ours. The program and host committees have labored valiantly to make of this week in March a complete experience. This is a time to speak and a time to listen. It is a time to reflect. It is a time to recharge batteries. It is a time to make friends. Certainly it is a time to tell it as you see it for, then, perhaps, we can come closer to the day when we can see it as it is. Reaching out will not be enough. There must also be a taking in.

The Partnership Concept — Where It's At Between Students & Staff In The ACU-I

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In today's world women are demanding to be liberated, blacks are demanding their civil rights, and students (likewise) are demanding greater recognition. Eighteen-year olds may soon be able to exercise their political rights in national elections. Students presently serve on boards of trustees of many colleges throughout the country. A student is also serving as a member of the Executive Committee of the Association of College Unions-International. With the current trend of student involvement in all phases of campus and community life, I wonder what took us so long to revitalize our involvement in ACU-I.

An important factor enters my mind viz. without a student body, colleges would be nonexistent; without colleges, college unions would not exist; and without unions, there would be no ACU-I. Consequently, we observe an endless circle originating with students. I also realize that just as a college could not function without its faculty and administration, a college union could not operate without its staff. As a result, a dependency relationship has been established. We should not speak of the student-staff relationship in a controversial light. The relationship should be viewed instead as a one-to-one partnership. Both groups are contingent upon one another.

Throughout this paper I will use the first person singular. I can speak on this topic only through those personal experiences which have formulated my opinion. Although I am designated as a student representative, these views are strictly my own.

My acquaintance with the Association began on the local level (at my own union) and rapidly expanded to the regional level. I never imagined that I would become energetically involved in the affairs of an international organization. Unlike any of my earlier affiliations, ACU-I produced a magnetic force drawing me deeper and deeper into its operation. Somehow, I have become literally wrapped up in this organization and something draws me in closer. Last March I became truly aware of the total scope of the organization by attending the annual conference. I emphasize again the importance of that familiar cry to acquaint the student with the international organization at the level of the individual union. Many students, I am certain, are unaware of the international breadth of ACU-I.

My first real contact with the ACU-I was at Houston. Not until after I arrived in Texas did I realize what an honor it was to be one of the first student delegates to attend an annual conference since 1953. I do not think ACU-I was at a standstill during that decade and a half simply because students did not attend the national meeting. Student feedback and the exchange of ideas is evident in all areas of union activity. Student involvement seemed to end at the regional level, however. By not directly participating on the national level, a communication breakdown resulted. Hearing something "straight from the horse's mouth" is more worthwhile than receiving information channeled through someone else's conversation or through an article in a publication. Through personal interaction immediate steps can be taken to resolve controversy.

The ACU-I has been far from stagnant! We now have a student on the national Executive Committee. This appointment was followed by placing a student on the annual conference program committee and naming two students to the host committee. As one student member of the host committee, I have wondered why I was placed on the committee. After the Houston conference, I wrote a paper on my reactions to the gathering, suggested more student involvement, and volunteered to serve on the host committee. I was really quite amazed as well as thrilled when I later received a letter asking me to join the committee.

After gratefully accepting, I could not help but think of the assignment as a possible token gesture. Was I put on the committee just because I was a student? Because a student was on the Executive Committee and another on the program committee, was it good relations to include (not only one, but two) students on the host committee? When I met with the committee for the first time last summer, I soon had my fears allayed. Although hesitant at first, both students were put as ease and quickly made aware of the duties of this group. We felt free to contribute our suggestions and to fully participate in the discussion. Because the functions of this committee were so unique and unfamiliar to me, I initially reserved speaking until I felt better acquainted.

At all times I felt my opinions were respected and recognized. I felt as important a member as anyone else and perhaps more interested and dedicated than some members. Apart from committee business, social interaction was somewhat uncomfortable. An obvious generation gap existed between the students and non-students on the committee. If conversation became a little risque or a dirty joke was told, a remark usually followed that made reference to the "youngsters" that were present. Of course, this amused both of us because we were not the least bit offended or embarrassed.

I am thankful that I was afforded this unique opportunity, but regret I was not a participant in the Mishawak Assembly. From all that I have read, Mishawak manifests the one-to-one concept to its fullest. Barriers are eliminated and any student-staff problems are openly discussed. Quoting from Bill Weddel's winning entry in the first Mishawak "Letters from Camp" contest, "...I've learned to listen to my friends, whether they are girls or boys or old or young or big or little. And I think they are listening to me. Maybe I'll listen more when I get home and maybe we can get more important things done." Here we find one of the most important steps in reducing any age gap, regional gap, or communication gap existing in the Association. However, Mishawak involves only about 50 people. If in addition to this once-a year general assembly, a Mishawak-type meeting could be conducted in each region, a greater, freer exchange of ideas could take place. Such assemblies would not only benefit the union field, they would be of immense personal value to each participant.

In each individual union the partnership concept seems potentially attainable. The use of graduate assistants and young directors just out of school is very encouraging. Student board members can more readily identify and more easily communicate with someone just a year or two older than themselves. A young director is, in some cases, more aware of the type of programming desired by today's students.

The concept of a one-to-one relationship seems almost impossible to attain at the national level of ACU-I. A very intimate relationship may be formulated at the local level, but this may take almost a year to achieve. For a student to become actively involved on the national level, thorough familiarization with regional functioning must first occur. As one group of students graduates, another group must be initiated in union programming and leadership. It also takes time for a student to learn what staff members have learned through long years of experience. For the staff member, patience is required in teaching the student. On the national level, a well-qualified and experienced nucleus heads the Association. Those veterans need even more patience as a new student joins them at each years executive sessions.

Another realistic drawback to student involvement hits home for me. While staff budget support is usually ample, students must frequently scrape for money from their board or school or pockets. (Lack of adequate funds in Region IV resulted in sending only one student delegate to the national conference and only one student to Mishawak.) On the national level, travel expenses soar as meetings seem to occur at points more distant from home.

Probably the most significant drawback to complete student involvement and the establishment of a one-to-one relationship is simply the fact that we are students. No matter how often we try to ignore that fact or how many classes we cut, work keeps piling up as special activity assignments continue to be handed out. For some staff members, the ACU-I becomes virtually a full-time job. In the case of students, all extra obligations must be squeezed into a limited free time schedule.

Involvement in ACU-I has increased my interest and my education in union operations. With more student participation at the national conference and on the standing committees, better prepared students will apply for positions in their home unions. Those who had no previous desire to work in a union will think twice because of this special contact. This awareness and training will surely benefit the organization as some of these individuals later become union staff members.

For those few of us who work with national committees or have attended Mishawak, a true partnership on a one-to-one level has resulted. But there are too few of us so involved. Our limited number is disproportionate to the total number of students we represent. Now that students have become reinvolved on the national scene (to a greater extent than ever before) the trend will continue. When someone has had just a taste of power, there is a strong drive for even more power. Students have had a taste, but those who follow will covet a mouthful.

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When I began to develop a paper on this topic I realized that my first step would be to define the "partnership concept". Obviously a one-to-one student/staff ratio would constitute the strongest of partnerships. Unfortunately, such a relationship cannot exist in ACU-I. At the campus level a few staff members work with a large number of students. Attendance at regional conference is (or should be) made up predominately of student delegates, while the national meeting is made up primarily of staff delegates. For that reason, I believe each partner in this concept should not be viewed as an individual but rather as a group. In other words, we will have two groups or two partners making up the partnership viz. the student group and the staff group. The number of individuals should not be of prime concern but rather the quality and dedication of the individuals in each group. A committee composed predominantly of students can function under the partnership concept just as effectively as a committee of seven students and seven staff .... if each partner is truly concerned about realizing the goals or objectives of the committee rather than "equal representation". I mention this at the outset because I find many people who apparently relate partnership to equal representation rather than to a combined, cooperative effort by sincere persons.

Most of us like to think that the partnership concept is working within our union. I have my doubts, however. Program advisors and students generally work well together in developing various programs for the campus. These staff members usually relate well to students and constitute an effective team. But what of the non-program oriented union staff members? I see far too many bookstore managers, fiscal officers, housekeeping supervisors, food service directors, and even recreation managers who are indifferent to the programs being presented by the union. Likewise, student leaders fail to recognize or consider the management problems associated with the unions various business enterprises. For example, I have seen housekeeping supervisors who were pleased with a program failure because it meant sparse attendance and minimal clean-up requirements. I've known business officers who make a "big deal" out of legitimate emergency purchases. I've also known student chairmen who expressed little regard for fiscal procedures, the cost of unnecessary room set ups, or elaborate audio-visual aid requests. One of the biggest challenges we have is to develop the partnership concept in the minds of everyone associated with our individual union. Each student and staff member must be made to realize that his contribution is important to the overall success of the union and its objectives. If the partnership concept cannot be made to work on the campus level, we cannot possibly expect it to work at the national level. Unless there is mutual trust and confidence between student and staff, staff members can certainly be questioned regarding whom they represent at the national meeting and students may not be trusted in the conduct of regional affairs.

I know of no better place to practice the partnership concept than at the regional level. It is here that students and staff from different schools can exchange ideas, gain inspiration from each other, come face to face with the practical problems of union work and become aware of the many facets of the ACU-I. Through a steering committee of students and staff, a year-round program of activities should be available to the region which features all phases of our association. Regional leaders should realize that this responsibility is not fulfilled with the staging of a regional conference and the distribution of two or three newsletters, but must also involve all types of programs presented throughout the year. I submit a few suggestions for your consideration:

1. The region should encourage the sponsorship of regional or sub-regional workshops and seminars by member schools in which students and staff meet on a one-to-one basis and discuss current issues facing their campuses, programming techniques, and leadership training courses.
2. Staff members and students with special talents or interests in an area should make themselves available to the region and work actively in creating interest in that area at campuses in the region. Offhand I think of persons who could work in the area of films, exhibits, and photography. Interested persons should also be sought out to work with projects of the Task Force on Human Resources; to serve as coordinators of national standing committees; and to appear on regional conference programs so that their experience and knowledge of a subject can be shared with others.
3. New staff members need to be encouraged to actively participate in the affairs of the region. Special "get acquainted" sessions should be arranged for them at the regional conference. Their names should appear on all regional mailing lists.

I believe the leadership at the regional level must come from students. In my opinion the regional structure should be student oriented and the regional conference planned and executed by students with staff members serving as consultants. The content of the regional program should reflect the needs of the students who attend and should be geared to providing them with information for their use on the individual college campus. Since I believe the national conference should be a staff oriented program, the regional conference is the only place that large numbers of students can learn about ACU-I.

I'm convinced that the strength of the association's organization lies in the regional structure. Students and staff working actively together in partnership develop a strong, vibrant region that contributes greatly to the growth and maturity of the unions within that region. In order for the region to function efficiently and effectively however, another practical factor -- money -- must be considered. If our regions are to meet the challenges I have outlined, additional funds must be diverted from international projects of ACU-I to the regions or some other source of funds must be developed.

In discussing student and staff involvement at the national level, I feel it is important to make a distinction between the ACU-I national organization and the annual conference.

I consider the association as the professional organization for college union personnel similar to such organizations as the Association of College and University Concert Managers, the National Association of College and University Food Services, or the College and University Business Officers Association. Membership in the ACU-I is by institution. It is important to note that in the affairs of the association, the union director is representing his institution and is not speaking as an individual.

Even though I feel that the national organization should be staff oriented, student participation and involvement are necessary where campus matters are concerned.

I suggest that students serve in the following areas of the national organization:

1. One or two students should be retained on the Executive Committee.
2. Students should be regular members of those committees of the association that affect campus activities e.g. the committee on the arts, recreation, etc.
3. Students should be appointed to work with the program committee for the annual conference.

In addition, the annual student-staff conference (Mishawak) should be continued.

Since the regional conference is student oriented, I feel that the national conference should be staff oriented. However, the programs presented at the conference must be current and relevant to today's campus. This will require the use of students on the program committee and as panelists, lecturers, consultants, or resource persons in the program sessions. Just as the staff member takes a limited role at regional conferences, I feel that the same role should be assumed by the student at the national conference.

Our successes should not be measured by our membership or participation in ACU-I affairs at the regional or national levels but rather by what we accomplish at home. If we are truly partners in our unions striving for the same goals, we will operate as one unit at all levels of ACU-I. Our partnership can then represent our union and school at any function of ACU-I, whether the partner be student or staff.

The Partnership Concept
Regional Structure And Functioning

ALAN S. BROWN
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The purpose of this paper is to raise some questions about the nature and functioning of the regions of the Association. Aside from brief summaries of regional conferences, almost nothing has been written about the regions -- a fact that does not, I hope, reflect the interest of the Association membership in the vitality of regional activity. Although by no stretch of the imagination is this paper a definitive study of our regional structure, it is an attempt to stimulate interest in what is happening, or not happening, at the "grass roots" level.

1. Philosophy of Regions and Regional Activity

In the early 1950's the Association came to the realization that no longer could all the students and staff feasibly attend the International Conference. As a result a regional structure was established which enabled students to plan and execute their own conference on a local level, while continuing to allow staff members to attend the International Conference to the degree that budgets would allow.

By and large, this dichotomy still exists today. The regional conference is almost exclusively student planned and executed. Judging from the conference reports submitted by the regional representatives, staff members (especially directors and other senior staff) are simply bypassing the regional conference, and attending only the annual conference. There also seems to be an increasing tendency for students to plan a regional conference solely for students. Staff attending regionals are mostly left to plan their own sessions through the regional representative and professional development coordinator. With the exception of the regional representative, the staff coordinators, and the host for the regional conference, staff participation in the regions is sadly lacking in many cases.

What has happened to the partnership concept? The ACU-I role statement sets forth the proposition that the college union is for all members of the college community. It would seem logical, therefore, that we, an association of and for college unions, should involve all members of the union in the regional (and international) affairs of our organization. More and more, however, our regions have been moving in the opposite direction. Whether this is by mutual consent I cannot say. If we intend to keep the regions as primary centers of Association activity, it should be our first order of business to determine exactly what we want the regions to be i.e. a macrocosm of the union relationship, or the student end of the Association with staff concentrating on the international level and limiting their involvement in the region to contact with the regional staff officers. A corollary concern is the function of the individual union. Is the increasing separation of students and staff in the region a contradiction or reflection of the modus operandi of the constituent unions?

The inauguration of an annual student-staff assembly has helped to bring the question of the partnership concept to the fore. The first assembly at Mishawak was largely concerned with defining the role of the student in the Association as a whole. Mishawaks 2 and 3 have been greatly concerned with the functioning of the regions, where student involvement is still at its greatest.

The question may legitimately be asked: How have the Mishawak Assemblies benefited the regions? We may point to some definite accomplishments from the first Assembly. One was the placement of a student (a regional officer) on the Association's Executive Committee, part of a movement to involve students in all affairs of the Association. This should in turn help students make more effective use of Association resources (standing committee efforts, conference papers, publications, etc.) in their regional activities, as well as allowing for direct student input in the making of major Association decisions.

A second accomplishment was the addition to the Regional Representatives' Handbook of a section on the basic duties and functions of student officers. For the first time incoming regional chairmen, vice chairmen, ec. can look to find out what it is they are supposed to do. These guidelines for student officers also outlined the position of student regional coordinator, a job roughly paralleling that of staff coordinator but working directly with students on individual union boards. This position is designed to give students more frequent contact with the region, enabling them to make better use of ACU-I resources. Student coordinators can also be instrumental in setting up regional workshops and seminars.

There are other accomplishments from the second and third Assemblies which indicate that a general trend has been established e.g. a continuing focus on regional and local problems. If nothing else the Mishawak esperience has created an awareness of our mutual problems among regional officers which is surely a good place to start. However, the issue of what benefits an individual region can and should expect from future Assemblies must now be faced. Are the benefits worth the cost to our financially strained regions? Can the money be put to more effective use within the regions? Have the regional conferences noticeably been improved due to Mishawak? Have regional activities been increased and improved?

The involvement of students on the Executive Committee, the program committee and special and standing committees is positive. However, in order to justify Mishawak from a regional standpoint (it is the regions, after all, who foot most of the bills for the Assembly) our main efforts must be turned towards the regional and local levels. Results from the last two Assemblies have been much less visible except to those intimately involved. I can foresee the regions refusing to support this venture if benefits are not more manifest to the region as a whole.

2. The Region and the Individual Union

The ultimate justification of the existence of the regions is, I would think, the services and resources that they provide for the individual unions. Using this criterion, it seems that most (if not all) regions will be hard put to justify regional dues. And the regional finances study committee may propose such dues in the near future.

At one time a region was considered active if it ran a good regional conference and recreation tournament. More recently most regions have attempted (with varying degrees of success) to establish regional newsletters and at last count, nine regions have had or are planning regional or sub-regional workshops. Despite these recent advances, there are still basic problems that prevent the regions from reaching their full potential.

One of the most significant problems is the attitude of staff members. As mentioned previously, many senior staff bypass regional conferences so that they may attend the international and generally do not participate in regional activities. Beyond this, there seems to be a developing tendency for regional mailings and information (as well as other ACU-I material) to reach the staff desks and go no further. In 1969 for example, two complete pre-conference mailings went to all schools in Region 3. Despite the fact that the program was radically different from previous years and required specific choices of sessions on the part of everyone pre-registering (which almost everyone did), over 75% of the students never saw the mailings.

A problem equal to that of staff attitudes is that of student attitudes. As previously mentioned, the trend in the regions is to let students run the steering committees, and to plan most regional activities. The failure of regions to fulfill their potential must, then, lie in great part with the students in our regions.

Perhaps the basic failure of steering committees is that in many cases so few people are genuinely interested in working at the regional level. Basically, I feel this is because too many students see the steering committee as a "political" job -an attitude reinforced by the politicking evident at regional conferences. Too few students see any benefit coming out of the regions and are reluctant to work for the committee. What holds for steering committee positions is even more true for the student coordinator positions. These positions (which hold much potential for increasing regional activities) go largely unfilled due to lack of interest. The fault is not only with the steering committee, however. Students (and staff) from individual unions have failed to keep on the steering committee's back and have failed to support regional newsletters and other regional and sub-regional activities, either as planners or participants. Too often the regional conference itself is seen by the delegates as nothing more than a party. Consequently, a serious concern for regional functioning is generally lacking.

Even where people have been willing to do more, finances have represented a further limitation. There are some regions which simply cannot afford to support more programs. A proposal for regional dues, however, would (if I read things correctly) face an uncertain fate at many unions which have their own financial problems. Given the low level of activity of most regions, many member unions may feel they are not presently getting their money's worth.

I have already mentioned that some regions do not live up to their full potential. Full potential represents a series of ongoing programs and communications (on both student and staff levels) designed to meet as many of the diverse problems of the individual unions as is humanly possible. To meet these ends and to overcome some of the problems I have just mentioned, I would like to offer the following suggestions for improving regional activity:

1. Change the concept of the regional conference. One recurring complaint against regional conferences is that if they are issue oriented, they lack "how-to-do-it" sessions. Conversely, a how-to-do-it conference receives criticism from people struggling with major policy issues at their campus. Conferences that try to do both generally fail to satisfy either group.

The regional conference, being the one major get-together of the year, too often tries to be all things to all people. I would rather see an early autumn meeting with limited attendance and specific aims i.e. a conference designed for union board executives and senior and junior staff. Attendance should be limited to about five students and three staff members per school. Such a conference might concentrate on: a) leadership techniques that individuals can utilize in their own unions; b) discussions of union philosophy and major issues facing unions and union boards; c) bringing the ACU-I to the individual union. A conference of this sort would also attend to the business of the region, as the regional conference now does.

2. An extensive series of workshops for union chairmen and committeemen, senior and junior staff. These regional and sub-regional workshops can be both program and problem oriented, depending on the needs of the individual unions. Students and staff could select or reject specific workshops. Specific topics would then be based on a supply and demand system, enabling those planning regional activities to more accurately gauge the true needs of the region.

Such workshops could be inexpensive, costing the individual union no more than transportation and a meal. With expenses reduced, unions would hopefully -- in the long run -- receive more benefit at the same or a reduced cost.

3. Constant communication initiated by student and staff coordinators to their counterparts in individual unions. This includes, but is not limited to, issuance of a regional newsletter. Other projects could include a regional supplement to the committee on the arts handbook, cooperation on publicity for events, block-booking of films and concerts, etc.

4. Expansion of the role of the steering committee. Too often steering committees have seen their role as restricted to planning a regional conference. The committee should become responsible for the overall functioning of the multiple activities outlined above, as well as additional activities. It would be essential to involve more regional students and staff in planning individual events. A sub-committee on workshops, for example, could utilize not just coordinators, but people from other unions with special talents or problems.

For too long now the partnership concept in the regions has taken a back seat to other considerations in the ACU-I. Only when we fully realize, (as the Vice President for Regional Affairs unceasingly reminds us) that "As the regions go, so goes the ACU-I" will we give the regions the attention and participation they deserve.

Old Guards Versus Young Turks? A Generation Gap Or A Status Gap?

RICHARD D. BLACKBURN
Union Director
Kansas State University

I suspect that the fertile mind(s) that coined this session title recognized that a hint of controversy or confrontation these days is attention-getting. The old guard-young turk labels are, of course, not original with the 1971 conference program committee. I well recall my own personal trauma in 1960 at the age of 32, as a small college union director will all of three years as a college union experience. Finding myself on the Association's executive committee (because I was host director for the Colorado Springs conference), I also found that virtually overnight I had undergone a rather amazing metamorphisis to "old guard" status in the eyes of some. To update this phenomenon, after the past two years of executive committee service, Ernie Christensen has probably experienced some bits of identity crisis.

Who are the "old guards" in the Association of College Unions and who are the "young turks"? What are the criteria applied in such categorizing? Is it age? Years of union service? One's position title? Years of Association service? Types of Association leadership positions? Service on the Executive Committee? (I have already suggested some possible correlation here) Is it a "type" label for those who have inherited some particular philosophical label, e.g. business oriented or program oriented? Or is it merely a descriptive phrase for those who are in various stages of physical and/or mental deterioration? Whoever they are, the dividing line between them is often thin and frequently blurred. However, for those of you who came to this session expecting an answer to the question posed, I offer this.

I believe that the users of old guard and young turk labels are reflecting more of a status gap than a generation gap. This could be status differentials as perceived through job titles -- program advisor versus union director, or small union versus large union. It might be differing perceptions due to association hierarchy -- first timer versus executive committee member as an example.

Perhaps our discussion will unearth some clear answers or maybe it doesn't really make much difference how one gets a certain label. So rather than prolong this analysis of association name-calling, I prefer to move on to what I think this session is really all about -- change in the Association of College Unions.

That our organization has changed is obvious. The gathering of a dozen students and staff at the Ohio Union in 1914, contrasted with this 1971, gathering dramatizes the change which 57 years has brought. One of the most outstanding accounts of association change was written by Harold Pride for College Unions--Year Fifty on the occasion of the ACU-I's 1964 golden anniversary. I recommend it especially to those who are interested in learning how far we came in the first half-century.

But even since year fifty, there has been much change. Maybe this period of change has been more significant and dramatic, or perhaps its just because most of us have been around to experience it. But few would deny that the first decade of the association's second fifty has been eventful.

Structurally, one change overshadows all others. Of course, I refer to the events surrounding the establishment of a full-time central office and executive secretary position. In 1965-66 Oregon Union Director "Si" Ellingson was asked to study the feasibility of full-time professional service in the central office of the association. His recommendations included that an ad hoc committee be appointed to develop procedures for establishing a central secretariat, to recommend possible sites, and to consider membership dues changes necessary to finance same. When Secretary-Treasurer E.A. Whiting (Cornell) indicated he wished to retire from the association position he had held for 27 years, the need for a new central office became real.

During 1966-67, a special committee on the central office studied the question and proposed support of a new dues structure. At the 1967 conference business meeting, the new dues and central office structure was approved by a membership vote of 273 to 3, with 7 abstentions.

In 1967-68 a search committee was established to review applications for the Executive Secretary position and consider locations for the new central office. The executive committee approved the recommendations of the search committee and subsequently drafted and negotiated a contract with Dr. Chester A. Berry, with date of employment being March 1, 1968. The central office was located in Palo Alto, California.

So it was that our organization made the giant step toward providing continuity of administration for the future. A couple of years later the position of the editor of publications was moved into the central office. The story of Porter Butts and his 34 years of Association editorship is now legend. I doubt if anyone, even those of us who worked closely with them, can fully comprehend the magnitude of Ed Whiting and Porter Butts' labors. But now the torch has been passed.

When past-president Ellingson first recommended that we move ahead with paid staff, he noted "most suggestions for change seem to be based on a desire to shift certain responsibilities from individuals working in the committees and regional organizations to paid personnel". Then he went on to comment: "While expansion and improvement of association services is not only desirable but inevitable, and while union staff members are universally overworked, I think we must subject any suggested transfer of functions to paid staff to the most careful analysis. My concern is not primarily with the union's role in the education of student volunteers and the apparent inconsistency of ourselves relying on paid help within the association. What does worry me is the very real danger of losing our viability and sensitivity."

I think it continues to be appropriate to assert this concern. As the person who was association president the year the central office was established, it should not be necessary for me to express my personal convictions about the appropriateness of that step. However, with the availability of a paid association staff to share the load, we must underscore the challenge for each of us -- a challenge that we continue to be "doers", as well as talkers for the betterment of our association.

The phenomenon I speak of certainly hasn't come about in just the last three years, nor does the ACU-I have a corner on all the non-producers among volunteer agencies. Still, I continue to observe just how little comes out of our committees and from our regional organizations. I see how few "doers" are really around to answer the call for needed research or to prepare materials for publication. Out of nearly 900 member institutions, the production potential is tremendous.

To assume that all will originate in and come out of the central office -- and that we only need to sit back and pay our dues -- is change of the most devastating kind to our organizational viability.

So while I'm calling for more people to do something for this organization, I also know how some of us will respond to that call. Personal involvement in our association -- in terms of committing great quantities of time and energy -- is becoming more and more difficult for all of us. While I dislike the prospect, it's possible that we are headed more and more toward turning the association over to paid staff. It's hard to concentrate on ACU-I committee correspondence when the main lobby is filled with demonstrators. The lull between bomb threats is not the most conducive time to write a conference paper. We can all spin these sorts of sad tales. But I don't think we can cop out that easily.

We say that our own union job demands are too great -- that there is just no time to be a volunteer producer for our professional organization. Observe our students who carry a heavy academic load, plus other personal and job responsibilities. We expect them, nonetheless, to make intense committments to our union committees and boards, and most of them find a way. Perhaps there's an analogy here worth pondering. Past-President Ed Siggelkow put it well in a Bulletin article when he said: "My experience tells me that we do little better in the quality of volunteer participation than we experience with student volunteers in our union organizations. That is, many union staff members, like student committee members and officers, want recognition and responsibilities; but, in the end, for lack of requisite time, energy, vision, talent, or work habits, fail to produce."

Change, of course, is not always a sign of progress. Nowhere in our association is there more persistent and disabling change than in the rosters of appointive positions. Executive committee minutes and letter of appointment files bulge with the evidence of association personnel turnover. A new campus position, relocating to another region, job or personal pressures, outright disenchantment -- the reasons are many. Nonetheless the effect upon any kind of committee or regional continuity is profound. And the problem of short term service to the association seems to be getting worse.

The questions which this brings me around to are: with hundreds of wolunteer jobs available in ACU-I, why is there so little sustained performance? Why is the average performance span for service to this organization so brief? Does the fault lie with an unresponsive and stifling bureaucracy or with an impatient and uncommitted constituency? I hope some suggested answers will come from our discussion.

In 1960 there were 430 delegates attending the annual conference; in 1970 there were 863. This doubling of conference attendance in a decade is but one aspect of the change in our annual conferences. A decade ago the conference program planning was largely the work of one person. Any member of the 1971 conference program committee can tell you what it's like now. It's a pressure-filled, exhaustive project of two years duration.

In addition to changes in conference attendance and program complexity, there have been clear shifts in program content. "Too much time spent on social and broad educational issues, and not enough material on union operations," is a frequent comment. "Of course, I'm interested in our society's problems, but to justify the cost of my conference attendance, I feel there needs to be more sessions on food service -- or business management -- or bookstore -- or recreation." Recent increases in the number of students attending the annual conference add another dimension to program content needs.

Staff diversity has long been a union trademark. We strive for certain philosophical standards to bind us together. The "complete" union director, is one who has total administrative responsibility for every phase of his union, should have incentive to go to any session and profit. There are few "complete" union directors in this association -- either because of campus organizational anomalies or self-chosen philosophical skewness. My observation is that most conference delegates will seek out those program sessions which are comfortably congruent with their own self-concept: program sessions for "program-types"; business sessions for "business-types'; and I might add no session's for "party-types!" It might be a useful innovation some year to persuade delegates to attend only sessions which they perceive to be the least related to their job. There might be more learning take place than ever before! Now that I have resorted to the indefensible act of typing conference delegates, there's also the very large number of "first timers" frequently overwhelmed by the size and cliqueishness of it all. And at the other extreme are those who are returning for their umpteenth conference, having a hard time getting very psyched up by sessions on "How To Make A Budget" or on "Reform in American Higher Education."

We like to believe that union people are something special when it comes to human relationships. It's our bag to go with an extra amount of tolerance and understanding and compassion. So it strikes me, especially each year at conference time, as being downright incongruous that we are afflicted with so much professional intolerance. Diversity in staff types can be a strength, but we union people haven't done a very good job of using it that way -- in our own union, in the work of this association, or at our annual conferences.

George Bernard Shaw has observed that "the best reformers the world has ever seen are those who commence on themselves".

As we each look at ourself, it would be pertinent to ask: "If I feel a 'gap' with someone else here, what have I contributed toward closing that gap?" Is the gap really there, or is it assumed from job titles or the persons particular station in our organization?

We are now in a period of rising conference costs and limited budgets at home. One union director told me that they were taking the three thousand dollars they would have spent on regional and national conference attendance this year, and instead making a series of visitations to selected unions. He sees this as giving more tangible return for dollars spent. I suspect that others feel this way about our conferences. Some have suggested that it's time to seriously examine our annual conference, and to ask whether there are alternative approaches. There may be, and I think this needs serious study.

Can we properly serve all the heterogeneous needs or should our annual conference undergo major dissection? That would be one way to move toward conference homogeneity -- separate conferences for program types and business types. Separate conference for large unions and small unions. But that doesn't fit very well with our union philosophy, does it? It doesn't with mine!

During the year 1967-68, an ad hoc committee for the study of officer selection procedures was appointed. Some members had expressed concerns, and rightfully so, because the association's procedures had not changed for many years. Under the chairmanship of Mrs. Shirley Bird Perry (the University of Texas) the "ad hoc flock", conducted extensive research within and outside the association. Included was a general survey mailing to each member of the association. After analyzing the survey results, the committee reported at the 1968 conference that:

1. By a large majority, the membership prefers the retention of a nominating committee.
2. Some changes should be made in the size, structure, selection and composition of the nominating committee.
3. The membership does not want an election contest, feeling that in a volunteer, professional service organization it is inappropriate to introduce political campaigns and splintering politics.
4. More specific information should be solicited from the candidates recommended.

At the 1968 conference business meeting, a unanimous vote was cast to implement a by-laws change altering the composition of the nominating committee. In addition, the Perry committee submitted a lengthy report containing recommended procedures for insuring maximum involvement of the membership in all phases of the officer selection process. These procedures are in use at the present time.

The work of the Perry group was a sincere and intensive effort to respond to a need for change in our association. Based on membership response, changes were made. Now, three years later, another study committee is again working on reviewing the officer selection process and their report was made at this conference. Further procedural changes will likely result from this latest study. Such questions as a slate with more than one name for each office, and voting by individuals rather than institutions should receive a thorough hearing.

The actual process of selecting our leaders has been the recipient of much conscientious endeavor as any former member of a nominations committee will attest. The 1968 Perry report states: "As the Committee carefully considered the survey results, it became apparent that the Association's membership believes that the present system has and is producing strong, dedicated and effective leadership,...we must preserve those aspects of the system which have brought about the type of leadership under which this Association has progressed."

The performance quality of our elected leaders does not seem to be an issue; but questions are asked like:

"Why are most officers from larger schools?" -or-

"Why aren't more non-directors elected to association offices?"

Association elective positions require a committment to attend conferences and to do other traveling. They require a committment of daily attention to correspondence, and office personnel to handle it. They necessitate some degree of job stability. Time, budget, and local administrative support are all necessarily involved. These factors shouldn't automatically eliminate all non-directors and small college staff, though most are reluctant to be considered due to these same reasons. My own observation, having served on the executive committee while at a college of 1200 and also at a university of 13,000, is that too much can be made of these factors. Intensity of desire and strength of dedication to association service are among the most necessary qualifications. A good amount of experience in working for the association is also important -- in my judgment, necessary -- for top positions.

Any review of recent change in the ACU-I would be lacking without some mention of the revitalization of student involvement. In the early 1950's, increasing size and logistical problems forced a student-staff annual conference division. It was at this point that the regional organization and the student-oriented regional conference was born.

Most people would agree, I think, that through the years there was little student sense of identification or involvement with the Association of College Unions. Student leaders in some regions began to express this concern. In 1967 a student met with the executive committee to explore ways of strengthening the student-staff partnership. A project, first labeled "Revitalization of Student Involvement in the Association of College Unions", eventually evolved into what we now know as the Mishawak Assembly.

There seems little question but that the Mishawak experience has been a great personal and professional "revitalizer" for those who attend. The extent to which it has had a similar effect on the regional organization and other segments of the Association is less clear. More time may be necessary before that verdict is in. Nevertheless, the Mishawak project has been a worthy example of progressive change. It has demonstrated a responsiveness to expressed needs. It has shown our capacity to innovate and to succeed when outside funds were not available. It has again shown that, with all our diversities, the development of a sense of partnership within the college union is not a pipedream.

Having said all of this, perhaps it's time to come back to where I began: change in our Association -- how does it happen, and who pulls the strings.

Everyone should have the opportunity to attend a Mishawak or to put in a year on the Executive Committee. That's not possible. But such experiences point out what I also have been trying to say in this paper. This Association is not ruled by a stodgy bunch of "old guards" operating behind a blank wall; it's not being turned over to a bunch of here today-gone tomorrow "young turks". Nor are the executive committee, or the nominations committee, or the paid professional staff the sole determinants of what changes and when.

The real catalysts for change are those who are willing to pitch in and do their part -- and be producers for this association. There are far too few among us!

JAMES MATHIAS

Director, Auxiliary Services
Mercy College

It seems to me that Dick has attempted to answer the question of "old guard versus young turks" by reducing the question to one of personal egos and job titles. I submit this is simplistic and really evades the question.

The real question is this: is there an element within the association's hierarchy that stands on tradition, that perpetuates itself, that is in control of the decision-making process, that controls selection of national officers and committees, that controls conference programs and business meetings, that controls publications, that controls resolutions submitted by committees? And the other half of the question....is there an element that is dissatisfied with tradition, dissatisfied with the decision-making process, with the selection of officers, with the conference programs, and dissatisfied with the actions taken on committee resolutions? To me, these two elements do exist.

I agree with Dick in one respect. Change is what this session is all about; or maybe it's the lack of change. Moving the central office from the east coast to the west coast represents physical change. Moving the publications office from Wisconsin to California represents physical change. Moving from volunteer leadership to paid leadership represents change in personnel. Or does it?

Centralization of services represents change. Increasing complexity in our regional and national conferences represents change. Minor improvements in the nominating of national officers and the sudden reawakening of the need for student involvement represents change. These are the things the old guard refers to when they speak of change. Perhaps what we are really talking about is the velocity of change.

I would concede that the rediscovery of the need for student involvement in the affairs of the ACU-I represents some change. However, I must ask this question: what has Mishawak accomplished that affects this association at the regional or institutional level?

I can accept and applaud the efforts of this program committee to provide diversity and challenge, interaction and entertainment. The results of their endeavors should be apparent to everyone attending this conference. That they were forced to work around this monument to plantation hospitality so limited in accommodations that delegates cannot even sleep in the same city only verifies the work performed by this group.

Three years ago we appointed a committee to study the nominations procedures and maybe someday soon we can point to a meaningful difference here.

We appoint committees to study questions of discrimination and when we confront these questions the executive board responds by telling us no constructive purpose would be served via confrontation.

Some time ago I recall reading in the Bulletin an article written by a member of the old guard lamenting the lack of proportional representation on our many committees. It was reported that large schools tend to be placed on committees about three times as often as their numbers would dictate.

On the executive committee schools over 20,000 occupy half the positions while representing only 9% of the association membership. The argument is frequently made that only large schools have the back up staff to allow their representatives to devote time to ACU-I business. My reaction is simple and unprintable.

I hear the Bulletin has changed type and paper stock. Still I read a journal dedicated to building announcements and personnel moves. Perhaps some meaningful encouragement to institutions without ten million dollar expansion plans would broaden the appeal of the Bulletin and contribute to the atmosphere of change.

The Central Office tells me we need good sound research on a variety of topics. Yet I see the grand sum of $450.00 allocated to the research committee for FY 69-70, less than 1/10 of 1% of the budget.

Again I must come back to our title, "Old Guard versus the Young Turks". We do have two separate groups not defined by age, job titles, or association status, but defined by philosophy. One group is in control, one group feels locked out of the secret fraternity. One group says you never volunteer and that you are inadequate when you do. The other says the leadership has systematically excluded diverse opinion. One group says this association is "not being turned over to a bunch of here today-gone tomorrow young turks". The other group says your attitude convinces me the "blank wall" does not want nor is willing to tolerate people who break their mold.

CATHY DEAL
Student
Indiana University

On reading Dick Blackburn's statements concerning the "old guard-young turk" turmoil, my initial reaction is one of hesitation, a kind of "yes, but". While I agree with his thesis in some respects, I don't think he has quite hit the nail on the head, particularly in terms of causes of the controversy.

Labeling in our society, stimulated especially by the divisive '60's has evolved into almost a high art form. So, too, with the ACU-I. Association labels are often handed out on the basis of age or position, and often on the basis of one facet of one's actions or philosophical orientation. One can be saddled with a tag through virtually no active solicitation. I was astonished to find myself a potential member of the "Old Guard" at the ripe old age of twenty-one and with all of three years Union experience. Supposedly, my membership on the Executive Committee commits me to that camp.

Though numerous reasons can be given for label-slapping, I suspect the most common application is to people with whom we don't agree or whom we just don't like, much as the terms "hippie" and "commie" have been corrupted, without much thoughtful evaluation and without much attempt to understand the motives and feelings of the person being so quickly judged. And yet, the most general criterion is not job classification or age but the hardening of the emotional arteries and erosion of tolerance and concern -- qualities often lacking in those who criticize the loudest.

However, it isn't the "who" and "how" of the gap question which is most important; it is the "why". First of all let me express some of my "old guard" viewpoints. I suppose that I am "old guard" in the sense of using cliches like respect and tolerance and patience in centers of difference. I believe that we retreat too quickly into our personal biases and fail to encourage diversity of ideas of thought. I also believe that we must take up the challenge to participate ourselves. Leadership can only go halfway to close any gaps, and we, too, must "reach out." Likewise, we must not pass the buck to a monolithic ACU-I. An organization is composed of people, and as part of the Association we must share any failure.

Our problems stem from many sources. A primary cause of discontent among young turks is the failure of many Association projects to reach fruition. Committees falter, regions stagnate -- the list continues. An analysis of the problem would seem to indicate that we should: 1) do less but do it better and 2) tighten up our performance, particularly in terms of overall organization and communications. I favor the second solution. An analogy was drawn by Dick between staff productivity and that of the student workers on campus, citing the failure of staff in many instances to even parallel the efforts of their students. Staff should be doing as well or better, particularly in the ACU-I where they are not only dealing with activity directly related to their profession but also have the advantage of extensive experience and professional training.

Fine and good. But what prevents this from happening? Here I disagree, feeling that attitude has more to do with the problem than structure. The bureaucracy of the ACU-I, albeit time-consuming, is not that difficult to negotiate and should not be for people accustomed to dealing with complex organizations. The real problem lies in the encouragement and interest that we give to each other, which in turn affects responsiveness in structural functioning and structural renovation.

In some ways the ACU-I is a reactive organization, much in the sense of the United States Congress i.e. it hesitates to act, and, once acting hesitates to support. The move to initiate student revitalization within the Association took three years to bear fruit, and two years later there are still those who doubt its merits. Another problem of morale is illustrated in our turnover in appointive personnel. One possible reason for this turnover is a failure to identify and encourage new talent, and the subsequent killing off of the old reliables from overwork. New changes in central office processes will help with identification of talent, but individual personal encouragement is still needed. Of course, utilization of new talent involves some risk. Projects may falter and mistakes will be made, but the price of expertise is experience -- often bad experience. In the same vein, only through experience will qualified leadership emerge. We provide other students with the opportunity to risk failure and gain knowhow; can't we do the same for ourselves?

Not the least of the problems of participation is direction. Qualified and willing workers are often confused and turned-off by appointments to positions which lack specific charges or adequate group coordination. Even more deflating than a lack of group organization is a lack of group purpose. Even in the ACU-I a common malady of organizations, committee-itis, regularly takes its toll of ACU-I members. Positions lose value and esteem when they become mere facades. Appointed positions just for the sake of appointed positions satisfy no one.

One of the successful events stemming from ACU-I participation, however, is the Mishawak Assembly, too often misunderstood and unjustly criticized. As Dick has stated, Mishawak is popularly conceptualized as a "personal revitalizer" with little concrete value to the Association as a whole....a kind of glorified fun session for a handful of ACU-I brass. In reality, Mishawak has demonstrated an enthusiastic commitment and participation (absent in many other Association endeavors) which has generated significant improvements in the ACU-I. The Mishawak program provides intensive communication and idea-sharing among the student and staff leadership of the ACU-I. More than any other ACU-I program, it has affirmed the partnership concept. Further, the Mishawak Assembly program establishes channels of communication for future use and generates such changes as regional structural revision, regional conference format improvement, and such regional programming innovation as sub-regions, Mini-Mishawaks, and area workshops. Mishawak represents input to the ACU-I. Feedback on the issues before the Task Force, nominations study committee, and performing arts study committee represented a major part of past Assemblies. Unfortunately, Mishawak is also the only major source of information on the ACU-I for the student partner in the Association. Regrettably, valuable Assembly time is wasted on a function neglected by the regions and local unions.

Mishawak is also a quality experience. While it may be an expensive undertaking affecting only fifty people, it more positively affects the delegates better than other more extensive activities affect the whole Association. Mishawak has generated nearly all other facets of student revitalization e.g. a student Executive Committee member, student participation in the national conference and on the conference program committee. Other student committee activity (such as that related to the nominations, performing arts, regional finance, and current issues study committees) were all ideas generated from the initial Mishawak experience. Mishawak does produce results.

Perhaps this is a good time to say a word about the "youngest turks", the students. One question in my mind (and, I think, an indicator of performance by the ACU-I) is the loss of so many potential Union personnel. Those undergraduates who have become deeply involved in regional and national activity have at one time or another considered union careers. Why, then, do some of the top prospects slip away? Perhaps part of the answer is their disillusionment with the apparent "genteel neutralism" they sense in the ACU-I as a whole and the discouragement of finding that, indeed, they are in many respects more capable, more enthusiastic and more willing to innovate and experiment than many "professionals" in the field.

The absence of encouragement and decisive commitment on the part of Association members is as harmful as any negative response. The real villains of the "gap" are not solely the "old guard" or "young turks" but those who practice benign neglect; the apathetic who kills the desire to participate by his example and his failure to encourage diversity and experimentation, with all its headaches. Pockets of success such as Mishawak are not enough. While our soul-searching on this issue is in itself a hopeful sign, we must continue to promote the recognizable worth of Association involvement to ourselves and to each other, and to exemplify our belief by our own participation. Otherwise, we make ourselves legitimate candidates for categorical labels.

Student Faculty Partnership In The Academic Setting

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The need to focus attention on student-faculty partnership in the academic setting implies that there is a need to overcome the conflict that presently exists between these two groups. It is believed that if a partnership arrangement can be effected between students and faculty, it may resolve or neutralize this conflict to the end that maximum benefits will be realized by both groups as they engage together in the educational enterprise.

Conflict between students and faculty is not something new in American higher education. In the early years of higher education in this country students were held to a rigid observance of detailed rules and regulations developed by the faculty. Students were often fined, resticated or expelled for violations of petty requirements. As a result, students regarded the faculty as natural enemies, and often went on rampages of protest and even open rebellion. The increase of laymen as professors, many of whom had studied at German universities, and the impact of the influence of these universities on colleges and universities in this country, caused American educators to come to disregard the activities that students engaged in outside the classroom and focus only on their academic pursuits inside the classroom. As the number of students began to increase in colleges and universities, the students themselves introduced the notion of extra-class activities as a means of using their leisure time. Sensing the need to give direction to these activities, full-time officers of student personnel services were appointed. These officers were selected from the faculty and were highly respected scholars and teachers.

The intent here is not to trace the rise of student personnel services nor the evolutionary processes that have taken place in extra-curricular activities to this point. Attention is called to this phase of development in American higher education as a frame of reference to document the facts that conflict has existed over a long period of time between students and teachers on the one hand, and to point out on the other, that it was the faculty that saw the need to overcome this conflict by giving direction to the activities of students outside the classroom when this need was made manifest. It may be said here that while students have indicated their needs in one way or the other from time to time, the faculty have sought to meet these needs, whatever they may be, at the highest level of efficiency. It is against this background that I now turn to discuss student-faculty partnership in the academic setting today.

The very nature of the modern university cries out for faculty-student contacts. The student needs a faculty advisor to assist him in making wise choices if he is to know maximum success for his efforts. And, the faculty advisor needs the student's point of view if he is to be relevant in his thinking and action and in the practice of his profession. The words "faculty advisor" are not meant here to imply a formal advising program, but rather an informal faculty-student contact where there is joint effort by faculty and student in a common task.

The faculty should be concerned with individual students by virtue of their own personality and behavior. The student develops high qualities as a person through his informal contacts with faculty members of similar qualities. What the teacher states, how he looks and his ideas alter not only the cognitive elements of the student sitting in front of him, his statements may have tremendous impact upon his emotional and psychological makeup. What the teacher is, as a human being, may outweigh what he says as an instructor. The unique aspects of the teacher, as a human, may linger longer than the theories he insists are so important for the student to remember.

In this era of general distrust (and particularly the distrust that students have of anyone over thirty), the faculty, most of whom are over thirty, must recognize that their role is advising not judging. If the student is involved in a circumstance that is right or wrong, the student wants help in handling it, not evaluating it. The student seeks out the faculty member because he feels he can trust him. The trust that the student has in the faculty member should be rewarded with acceptance of the circumstance in which the student is involved with the view to helping the student overcome his problem, rather than sitting in judgment on the student because he got involved in the first place.

From the student's point of view, it may be said that the key to a partnership between students and faculty is trust. Trust that the faculty will seek to understand the student; that the faculty will have a genuine concern for the student's welfare; and that the faculty will be sincere and honest in their dealings with the students.

College students are in a stage of development which is typified by efforts to establish independence and develop a personal set of values which they consider to be their own rather than the values that have been imposed upon them by parents, society and authority. We know that students bring varying degrees of readiness for meeting and resolving successfully what can often seem to be brutal demands of an independence which has been thrust upon them. The student with any pride or personal integrity feels forced to choose independence over dependence; freedom over restriction.

Anyone who talks regularly to students can confirm the fact that most of them have complaints, real or imagined, concerning treatment they have received in such matters as class attendance, class discussion, testing practices and grading. In the past most students have been afraid to press these complaints, have been discouraged from doing so, or have found no grievance machinery available to them to do so. Where such machinery is not available, students are devising it on their own and are pressing for more meaningful involvement in the decision-making processes of the academic community. (This includes the whole range of decisions that are made affecting their lives.)

As was indicated earlier, when the students devised the extra-curricular activities program and this program increased in size and importance, steps were taken to appoint faculty persons to give direction to these activities. The need now is for faculty to take the lead in including students as nominally equal partners with the faculty in the total education enterprise. Such an arrangement will help students strengthen their sense of confidence and vigor. It will help the faculty to become more relevant, more concerned, and more honest in its dealings with students. This, it seems, should be the goal of our attempts to understand and guide the young toward adulthood. It is the worthy goal of helping each student come into his own strength, into the profound secret of his own unique resources.

The Incomplete Results Of The Graduate Opportunity Survey Circa 1971

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Even a person spared the glorious experience of a course in elementary statistics would deduce that a survey return of less than twenty per cent is somewhat dismal. That fact alone means very little when placed beside the numbers that mysteriously appeared on the abacus. (Remember, truth is sometimes stranger than fiction.)

Fifty-five institutions responding offer some sort of advanced experience in union work, accredited or otherwise. However, thirty-nine of these are programs not previously listed.

In 1968, fifty institutions were listed. Of those, thirty-four did not respond to the latest inquiry, thirteen are still offering programs, and three are definitely not offering programs at the present time.

The underlying purpose of the new survey was to ferret out authentic programs while offering a standardization of information so that candidates could efficiently compare the opportunities available. The survey also sought to learn the sources of union professionals and the degree to which these sources contribute to their preparation.

Perhaps with more work this project can be developed into a useful device for professional and student alike.

THESE LISTINGS REFLECT INCOMPLETE SURVEY RETURNS THROUGH MARCH 15, 1971

I. Forty-five Institutions Offering Academic Programs Leading To Graduate Degrees Related To The Union Field

Arizona, University of, Tucson
California, State College at Los Angeles
California, Polytechnic, San Luis Obispo
Colorado, University of Northern at Greeley
Delaware, University of, Newark
Hawaii, University of, Honolulu
Illinois, Eastern Illinois University, Charleston
Illinois, Institute of Technology, Chicago
Illinois, Western Illinois University, Macomb
Iowa, University of Northern Iowa, Cedar Falls
Kansas, State Teachers College, Emporia
Kansas, State University, Manhattan
Louisiana, State University, Baton Rouge
Maine, University of, Orono
Michigan, State University, East Lansing
Minnesota, Mankato State College, Mankato
Minnesota, Winona State College, Winona
Missouri, Central State College, Warrensburg
Missouri, St. Louis University, St. Louis
Missouri, University of Missouri, Kansas City
Nevada, University of, Las Vegas
New York, New York University, New York City
New York, University of Rochester, Rochester
New York, State University of, Albany
New York, Wagner College, Staten Island
North Carolina, State University, Raleigh
North Dakota, University of, Grand Forks
Ohio, Bowling Green State University, Bowling Green
Ohio, Case Western Reserve University, Cleveland
Ohio, University of Dayton, Dayton
Ohio, University, Athens
Ohio, University of Toledo, Toledo
Oregon, College of Education, Monmouth
Oregon, State University, Corvallis
Oregon, University of, Eugene
Pennsylvania, Indiana University, Indiana
Pennsylvania, State University, University Park
Pennsylvania, Slippery Rock State College, Slippery Rock
Rhode Island, Rhode Island College, Providence
Rhode Island, University of, Kingston
Texas, Texas Christian University, Ft. Worth
Vermont, University of, Burlington
Washington, Pacific Lutheran University, Tacoma
Wisconsin, State University, LaCrosse
Wyoming, University of, Laramie

II. Twenty-eight College Unions Directly Engaged In Accredited Programs Leading To Related Graduate Degrees

Arizona, University of, Tucson
California, State Polytechnic College, San Luis Obispo
Colorado, University of Northern, Greeley
Delaware, University of, Newark

Illinois, Eastern Illinois University, Charleston
Illinois, George Williams College, Downers Grove
Illinois, Western Illinois University, Macomb
Kansas, State Teachers College, Emporia
Kansas, State University, Manhattan
Maine, University of, Orono
Michigan, State University, East Lansing
Minnesota, Mankato State College, Mankato
Missouri, Central Missouri State College, Warrensburg
Missouri, St. Louis University, St. Louis
Missouri, University of, Kansas City
New York, New York University, New York City
New York, State University College, Oneonta
North Dakota, University of, Grand Forks
Ohio, Case Western Reserve University, Cleveland
Ohio, University of Dayton, Dayton
Oregon, State University, Corvallis
Oregon, University of, Eugene
Pennsylvania, Indiana, University of, Indiana
Pennsylvania, Slippery Rock State College, Slippery Rock
Rhode Island, Rhode Island College, Providence
Vermont, University of, Burlington
Washington, Pacific Lutheran University, Tacoma
Wisconsin, State University, LaCrosse

III. College Unions Offering Paid Part-time Employment Related To Advanced Study

Arizona, University of, Tucson
California, State Polytechnic College, San Luis Obispo
Colorado, University of Northern, Greeley
Illinois, George Williams College, Downers Grove
Illinois, Institute of Technology, Chicago
Illinois, Western Illinois University, Macomb
Iowa, University of Northern, Cedar Falls
Kansas, State Teachers College, Emporia
Kansas, State University, Manhattan
Louisiana, State University, Baton Rouge
Missouri, Central Missouri State College, Warrensburg
Missouri, St. Louis University, St. Louis
Missouri, University of, Kansas City
Nevada, University of, Las Vegas
New York, New York University, New York City
New York, State University of, Albany
Ohio, Case Western Reserve University, Cleveland
Ohio, University of Dayton, Dayton
Ohio, University, Athens
Oregon, State University, Corvallis
Oregon, University of, Eugene
Pennsylvania, Indiana, University of, Indiana
Pennsylvania, Slippery Rock State College, Slippery Rock
Rhode Island, Rhode Island College, Providence
Rhode Island, University of, Kingston
Texas, Texas Christian University, Ft. Worth
Vermont, University of, Burlington
Washington, Pacific Lutheran University, Tacoma
Wisconsin, State University, LaCrosse
Wyoming, University of, Laramie

IIIa. Six College Unions Offering Part-time Employment Not Necessarily Related To Graduate Programs

Colorado, Adams State College, Alamosa
Minnesota, Augsburg College, Minneapolis
New York, Ithaca College, Ithaca
New York, Pace College Westchester, Pleasantville
Pennsylvania, Saint Francis College, Loretto
Texas, Angelo State University, San Angelo

IV. Fifteen Institutions Offering Financial Aid To Graduate Students In Fields Related To College Union Work

Colorado, University of Northern, Greeley
Illinois, Institute of Technology, Chicago
Illinois, Western Illinois University, Macomb
Missouri, Central Missouri State College, Warrensburg
Missouri, University of, Kansas City
New York, State University of Albany
New York, Wagner College, Staten Island
North Carolina, State University, Raleigh
North Dakota, University of, Grand Forks
Ohio, Case Western Reserve University, Cleveland
Ohio, University of Dayton, Dayton
Pennsylvania, Slippery Rock State College, Slippery Rock
Rhode Island, Rhode Island College, Providence
Vermont, University of, Burlington
Washington, Pacific Lutheran University, Tacoma

PART TWO: Management And Operation Of The College Union

The Development And Use Of Management Techniques

PETER M. BALESANO
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College of the Holy Cross

Introduction

The college union administrator has the varied task of developing a program of activities for the college community and the administrative responsibility of directing a building operation while using the best management techniques. In the programming area, the union administrator must be receptive to the tastes of the college community. In addition, he has a responsibility to expose the community to new and different activities in an attempt to broaden or educate the "whole person".

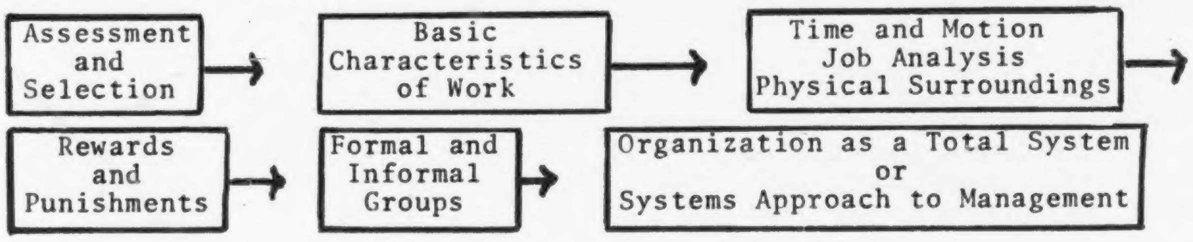
The union director has a particular responsibility to effectively administer an efficiently-run building. Before the director can do so, he must understand the individuals under his supervision and comprehend the particular situation in which the individual finds himself. The key element is understanding and from this all action should result.

History

Management theory began to develop in the late 1700's with the work of Adam Smith and his publication *Wealth of Nation*. This publication was the first attempt to define specializations of labor in a simple attempt to increase output. Smith's areas of specialized labor completely redefined management and provided the stepping stone to present management theory.

Specialization of labor allowed the theoreticians to divide work into specific jobs and to develop coordinated techniques for producing a final product. Once jobs were defined, management began to hire and concentrate upon specific individuals for specific jobs. These efforts produced greater quantities of goods and the evolutionary process was truly under way. Industrial psychologists found themselves analyzing the basic characteristics of work in order to give each individual worker a job which maximized his human capabilities and limits, maximized coordination and teamwork among employees, and maximized overall efficiency. The evolutionary process led to the development of time and motion studies (to determine how competently the employee performed his specific task), job analysis (to standardize work), and physical surroundings studies (noise, fatigue, monotony, etc.). All of this was done to determine the effects of these areas on quantity and quality of work.

The more the industrial psychologists explored the worker and his job relationship, the more they became aware of a system of rewards and penalties created by the specific organization. Worker motivation became a theme and considerable time was concentrated on the worker's informal relationship to his fellow workers and how this informal organization effected the total formal organization. The informal organization inflicted its own set of norms and behavior upon the internal group. Such norms extended to the amount and types of work to be performed. At this point, analysis of worker motivation, incentive systems, personnel policies, and inter-group relations comprised the present view of total system organization or what is commonly known as the systems approach management. The following diagram summarizes the development of management theory previously described.


Assessment and Selection
Basic Characteristics of Work
Time and Motion Job Analysis Physical Surroundings
Rewards and Punishments
Formal and Informal Groups
Organization as a Total System or Systems Approach to Management

Motivation

One important topic should be examined before the area of motivation is explored. There are two theories relating to the basic nature of individuals which have been isolated by McGregor. McGregor's theory X stipulates that people are essentially lazy, lack motivation, dislike work, etc. Theory Y holds that people live to work, desire new challenges, etc. The supervisor's style is consciously or sub-consciously determined by whether he believes in theory X or theory Y.

The main purpose of motivation in an organization is to effect a change in individuals which will help accomplish company objectives in a given situation. There are two ways to motivate people:

1. You convince people that a desired action will satisfy a personal need.
2. You convince people that an undesirable action will threaten one of their needs.

To be successful in motivating people, one must have certain information. One must also be cognizant of the employee's needs and expectations and view specific situations as the employee views them. The importance that an individual places upon the rules and regulations of the informal group should not be ignored. Before acting, the superior should analyze the situation and try to ascertain the needs of the individuals within that situation.

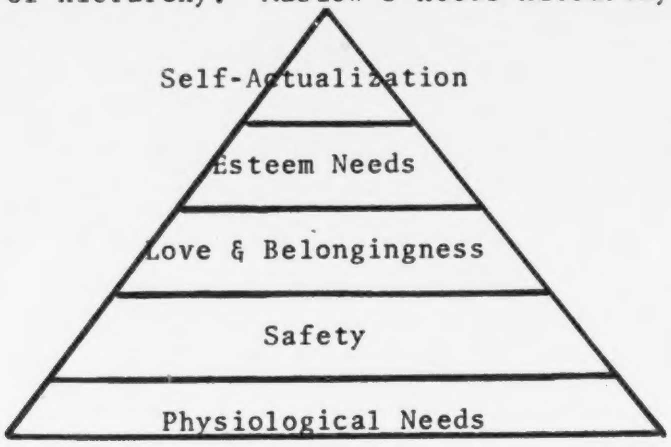
An important concept to understand is that each person is bipolar, i.e., he wishes to be viewed as an individual and, at the same time, he wishes to be viewed as a member of a specific group. People act differently, in different situations because of their various environmental experiences. Motivation, therefore, is a process of stimulating people by arousing both a state of equalibrium and a state of tension. The end result, hopefully, is the attainment of desired action. We have been speaking of:

$$\text{Needs} \xrightarrow{\text{Tension}} \text{Wants} \xrightarrow{\text{Tension}} \text{Action} \longrightarrow \text{Goal}$$

Needs

The analysis of individual needs can be divided into two groups: physiological needs, and social and psychological needs.

Physiological needs are those basic needs for food and shelter. While these needs are universal, they may not be developed in the same intensity for all people. Social and psychological needs are secondary in nature and are developed with maturity. It is important to note that management affects the employee's secondary needs as well as his primary needs. If one refers back to early management theory, one can readily note that emphasis during that point in time was primarily associated with primary needs. The supervisor, by his very presence, is in some way affecting the needs of his employees at all times. A. H. Maslow analyzed individual needs and listed them in a pattern of hierarchy. Maslow's needs hierarchy theory follows:



(Schematic representation of Maslow's hierarchical theory of motivation)

The basic theory behind Maslow's needs hierarchy is that man's needs change over time, depending upon their relative satisfaction. For a person to go from one need upward to the next, he must be at least basically satisfied with the next lowest need. However, too much satisfaction of one particular need could be harmful. Therefore, a need does not have to be completely satisfied before the person desires satisfaction for higher needs. Furthermore, a person may seek to satisfy more than one need at any one time.

In discussing motivation, one must consider that motivation includes not only motives but emotions as well. Motives and emotions are looked upon as conditions which arouse, regulate and sustain behavior. It is interesting to note that both terms, motive and emotion, come from the same Latin term -- movere -- meaning to move or encite to action.

The psychology of motivation is concerned with five major areas:

1. Changing emotional states
2. Physiological states
3. Habits
4. Sets, attitudes and values
5. Incentives and other environmental influences

Motivational processes are hidden states, often outside the conscious awareness of the individual and consequently must be inferred from behavior.

In the hiring process, the supervisor usually satisfies physiological needs by simply hiring the individual. Therefore, when a person first reports to work, he is usually seeking to satisfy his security or safety needs by his performance. The higher needs are still present but the compulsion to satisfy these needs is not as great as the two needs already mentioned. The strongest need the individual has in this case is the need for acceptance. The major portion of the safety need is satisfied when the person is hired and once the person receives the level of acceptance he desires, the remaining portion of the lower need is satisfied. Depending on the level of the position, a new employee will be seeking to satisfy either lower or higher needs. The supervisor should concentrate upon the individual's level of need satisfactions and allow this to govern his behavior.

The difference between needs and wants should be defined. A want is a need which has been conditioned by one's environment. It is a person's aspiration level and, being such, it varies over time. The accentuation of a specific goal usually is not aimed at the maximization of need achievement but simply a state of satisfaction. Usually, a goal is never completely attained because, just before a person is ready to achieve a goal, he changes it. People usually revise their goals upward to avoid boredom and downward to avoid frustration. Finally, people usually select a goal that can be attained. For a supervisor to understand the relationship of the needs-wants-action-goal theory is to understand the basic theory of motivating people. Therefore, motivation is achieved by first determining your specific objectives and then motivating people according to their needs by empathizing. The superior must go outside himself before he will be able to effectively control the behavior of his employees.

There is an inter-disciplinary theory called "the black box" which can help control outputs. This theory states that a person can control the output controlling input. It may not always be easy to completely understand the needs and wants of an employee but one can, over time, determine employee reaction by providing specific information (inputs) and specific reactions (outputs) will usually occur. If this theory can be used and mastered, the supervisor can influence or control a specific person or organization by the amount of information he originates. It should be noted that this procedure is risky and there will be a great deal of uncertainty involved in its use. It is ideal for cybernetic systems where situational analysis is not needed, i.e., the black box theory applied to motivation lacks examination and understanding of the specific situation in which the individual employee is involved.

Inputs
Black Box
Outputs

The supervisor should not strive to completely satisfy the needs of his employees. The main objective is to increase productivity. Writings in the field of management have indicated that a slight bit of dissatisfaction or non-goal attainment is a healthy incentive for increased productivity. The supervisor must keep employees within a reasonable state of tension in order to effectively motivate or control their behavior. He must empathize with the goal of determining the individual's motivators. If this is not possible, or if the supervisor is too far removed from the employee, the utilization of the black box theory may at least provide the supervisor with a predictable response within a given situation.

The Decision-Making Process

The basis of the motivation process is the attainment of desired goals by the supervisor. The job or role of the supervisor entails numerous decision-making activities and these activities not only affect organizational well-being but also the well-being of the employees involved.

A decision involves a choice from alternative means for obtaining a goal. William G. Scott states that regardless of the level of decision-making, the process involves certain common ingredients. They are:

1. A search process to discover goals
2. The formation of objectives after search
3. The selection of alternatives to accomplish objectives
4. The evaluation of outputs

To illustrate: directive has come down through organizational channels which stipulates that a company must decrease its maintenance budget by $30,000.00 for the next fiscal year. In this case, the directive, or the saving of $30,000.00, is the goal itself.

The second step in the decision-making process is the formation of objectives. In our illustration, the following objectives could be made: maintain an equal quality maintenance program, satisfaction of employees, terminate as few employees as possible, stay within strict union guidelines, etc.

The third step is the selection of alternatives, e.g. hire a maintenance company to perform a portion of the maintenance program, the implementation of new products, the formation of better systems, etc.

The final element in the decision-making process is the evaluation of outcomes. After the alternative(s) are chosen, the supervisor must be supplied with the outcomes of his decisions ("feedback") in order to first determine whether his decision was understood and, second, whether it was correct.

Participation in the decison-making process by the employee is also an area of much discussion by the theoriticians. Research has usually shown that groups able to participate in decision-making are usually more closely knit, friendlier, and more independent than groups which were not able to participate in decision-making. However, groups which participated in decision-making generally did not produce as high a quantity of goods as groups which did not participate in decision-making. And the quality of goods was usually higher in the decision-making demanded by employees, i.e., a production-line situation, the participation technique by the supervisor leads to greater satisfaction and understanding of particular situations by the employee.

Conclusion

In the area of college union administration, the concepts of motiviation are not only applicable to the organization of the union, but can also be of great help in daily associations with students. Basically, the theories listed are applicable to every situation involving people.

The college union director must run a building using the best business procedures and techniques. He must run his building as a business while not losing sight of the fact that he performs an essential service to the college community. The union director must not only motivate his employees but perform an educational role as concerns the students of his institution. The union director must strive to empathize with the needs of his employees and his student body so as to determine the best courses of action which will not only satisfy their goals, but will satisfy the goals of the institution.

Care Of The Building

JOHN E. EWART
Union Director
Boston University

Union buildings have variously been referred to as functional, warm, cold, heavily trafficked, dull, etc. Reactions from its users will undoubtedly vary from union building to union building. The positive things that are said largely rely on the type of maintenance program that is instituted.

Because the union building is open more hours (and is used more heavily than most buildings on campus), it is important that the director either organize a good maintenance program himself or sit down with the director of the physical plant and cooperatively establish such a program.

Many union directors have full or partial responsibility for building maintenance. But regardless of our responsibility in this area, directors also must be aware of the total maintencance problem on campus and its effect on the union.

In this day of high labor and materials costs, it is important to recognize that economical ways must be found to effectively conduct the maintenance program. This does not mean cutting corners to the detriment of maintenance service, but getting a good return for dollars spent.

It is unrealistic to assume that routine building maintenance can be accomplished when activities and services are at their peak. Cleaning service must be done at times when certain services are not offered or the entire building is closed. About all that can be expected in a busy facility is to pick up, empty ash trays, and accomplish similar small jobs while working around people.

One way of reducing maintenance costs is to extensively carpet heavily trafficked areas. While initial costs are somewhat high, carpeting has proven to be a saving, over a period of time. Carpeting also tends to lend a warmth not lent by tile or other hard surface materials. Carpeting studies demonstrate that on carpeted surfaces, spillage dropped by about 95% while cigarette burns and other stains dropped accordingly.

Maintenance and minor repairs should be accomplished when needed and without delay. As writing appears on walls, have a maintenance man remove it quickly. (If this is not done quickly, additional writing and messages will promptly occur.) Furniture (all kinds) should be cleaned on a regular basis. Spillage should be removed daily. During slack periods, care should be taken to shampoo, wash and rejuvenate upholstered items. Glass doors should receive prompt and regular cleaning. (If your building glass is regularly cleaned by central custodial services, check to make sure that such service is both regular and thorough.)

Painting is everyone's concern and should also be regularly scheduled. Walk through the building with your building superintendent and note areas which should be repainted. Semi-gloss (rather than dull) paint is suggested so that surfaces may be routinely and easily cleaned.

Drapes and curtains tend to enhance a union's overall appearance. However, they need regular cleaning to insure an attractive appearance. In many areas the fireproofing of drapes and curtains is required by code. Such treatment tends to weaken and reduce the normal life of many fabrics. Accordingly, consideration should be given to the use of synthetic materials. (Such materials normally have a longer life expectancy and are less subject to color-fading.)

Adequate lighting is an important feature to maintain. Worn out bulbs detract from a building's appearance. Burned out bulbs should be replaced immediately. It may be feasibile (in some instances) to replace all of the lights in a single area at the same time e.g. the auditorium, theater, bowling lanes, lounge, etc. -- particularly where extension ladders or scaffolding are required.

It is important to keep an eye on the general appearance of the entire building. All staff should be attuned to this approach. (What one staff member misses, another may detect.) The same approach applies to building security and safety. Every effort should be made to spot check and properly maintain your facilities ... with emphasis on rest rooms and other heavily used areas.

One of the main problems related to building maintenance is personnel. Despite a trend toward higher wages and increased educational background, problems of absenteeism and lack of interest persist. In addition, labor unions are increasing their employee demands. While the general caliber of workers is improving, training programs (and the like) are still needed so as to insure a better overall effort. While personnel costs increase, work loads are on the decrease. Wages for custodial staff are also on the increase. As a result more emphasis must be placed on the acceptance of time and labor saving devices. Too many custodial labor under the false impression that machines are costly. The "I can do it better myself" attitude still prevails. Many substantial breakthroughs have been made in the mechanization of cleaning, polishing, storing of waste etc. The success or failure of our custodial programs closely relates to these same breakthroughs.

Union buildings require substantial skill in the "art" of cleaning, set-ups, and general care. The elements of time and economics are critical.

Custodial personnel must be properly trained. The ideal custodial training program costs money and is often neglected. However, a properly trained man will work harder and more fully enjoy the responsibilities assigned to him. A better job will surely result.

Trash pickup and disposal are major problems today. There are some partial solutions. Compaction of disposables is becoming common place.

In this machine age it still is important to realize that mechanization offers partial solution. However training programs and the attitudes of all employees are equally important. The combination of the two represents the key to a successful maintenance program.

Hiring Student Employees

WAYNE L. EDRIS
Union Director
University of Missouri - Kansas City

Today's labor needs and problems are, for the most part, quite different from what they were a few years ago. Spiralling wage costs, minimum wage laws, the forty hour work week, time and half pay for overtime, unionization of employees, etc., are problems that began reaching serious proportions during the last decade. For years, union administrators held to the belief that a staff comprised primarily of full-time personnel was essential to the success of an operation. Usually, only a limited number of part-time positions were available. Although we had always used a number of students as information desk attendants, night managers, etc., we had not been too successful in recruiting students for food service and maintenance positions. Frankly, few seemed interested, and apparently many students tended to associate some type of negative stigma with working in the food service or maintenance departments.

In looking back, it appears quite likely that one of the reasons we were not overly successful in our early recruiting attempts was partially due to some of our attitudes towards student employees. Because some students were less than enthusiastic towards our initial attempts to recruit them for service positions, we anticipated that these feelings were probably shared by most students. Subsequently, we tended not to view students as an important part-time labor source and neither relied upon, nor actively recruited them.

For most of us in the college union field today, having a source of dependable part-time labor is more important than ever before. In view of pressing labor problems which began in the late sixties, we decided that it would be worth taking time to review and re-evaluate the case for the part-time student employee. Considerable effort was made to recruit students for work in the food service department, with the idea of placing them primarily in those positions where it was difficult to make efficient use of full-time workers.

We began with a modest publicity program informing students that food service jobs were available in the university center. Ads, notices, and posters were used with special emphasis on recruiting dormitory students. Publicity generally included a brief description of the positions and benefits available, e.g., financial aid for education, free meals, etc.

Somewhat to our surprise we began receiving a significant number of applications from students who were interested in employment. As full-time positions became vacant, we began filling these vacant full-time positions with part-time students. Within approximately one year our full-time food service staff had been reduced considerably. Today (approximately two years later) our full-time food service staff has stabilized at a little over one-half the original number.

Since our decision to hire more students, we have been more than pleased with the results. We have found that student employees tend to be enthusiastic, loyal, dependable, willing, innovative, and hard-working. We have found most students tend to be above average in intelligence, easier to train, and quick to demonstrate a sincere desire to do a good job. Students provide a convenient source of quality part-time labor difficult to find anywhere outside of the college environment. They are available for work during hours difficult to fill with full-time staff.

The spirit and enthusiasm demonstrated by student employees toward their work has had a positive effect upon employee-customer relations. The natural, friendly attitude of most student employees effects everyone. With few exceptions, students have proven to be valuable ambassadors of good will between the "establishment" and student customers; between other employees; and between the food service department and all of its other customers. Since hiring more students, the decrease in student complaints about food service has been phenomenal. It also seems that most of the old stigmas which students had towards food service work have largely vanished. Now there is usually a waiting list of students wanting food service jobs.

In addition to the positive outcome of our program, we have successfully expanded the employment of students into other areas of the operation, including such positions as custodians, night watchmen, etc.

The success of our student employee program can largely be attributed to the positive attitudes and efforts of the management staff. The director of food services, assistant director of housing and center, and other management and supervisory personnel played significant roles in making the total program work.

To be sure, students are not a panacea for all labor problems. And in no way do I wish to imply that we have one of those "perfect operations." Rest assured, we do have our problems. But judging from the lower costs, increased employee efficiency and improved public relations we have enjoyed since hiring more students, I am confident it was one of the best moves we ever made. There is good reason to believe that a successful student employment program can result when there is a sincere effort and interest on the part of management.

Information Desk

DAN STARK
Union Director
Southwest Missouri State College

According to the *Great Encyclopedic Dictionary*, the Information Desk is "a service facility for providing timely or specific knowledge, news, or facts." Thus, the Information Desk of the college union, like a newspaper, must each day provide new and fresh information. If the desk doesn't keep up-to-date and alert to happenings, its purpose will be defeated. Old news or information is of no value.

Most people on campus regard the Information Desk as an answering center. If the desk cannot supply an answer (or does not make an attempt to do so), it has failed. Call it fulfilling a need or filling a void, the desk must provide that little extra bit of information that is not readily available elsewhere. If this information cannot be obtained quickly and with a minimum of effort, the student will look to other means of gaining information, and the Information Desk will become a non-service... merely dead counter-space. It should be the responsibility of all departments and organizations to deep the desk supplied with current information.

The Information Desk should be supplied with a broad variety of materials e.g. calendars, events listings, publicity tapes, posters, pamphlets, hand-outs, newspapers (both campus and city), campus notices and memoranda, directories (including student, faculty and staff, and city), college bulletins and booklets, event information cards supplied by organizations, campus maps (including parking areas), etc.

With these sources at hand, the Information Desk should be capable of tackling most any question or problem which may arise. Of course, there will come a time when an answer cannot be found in any source material. The desk employee should then be well enough acquainted with the general workings of the college to know whom to contact in order to find the needed information.

It is not surprising that a question of priorities arises concerning the college union Information Desk. Is the Information Desk to be a service center or a business operation? If the Information Desk were strictly a business operation, its services to the student would be limited (if not lost) due to floor space and other restrictions. Additionally, the cost of resale articles would be prohibitive if the desk were to be self-sustaining. If strictly operated as an Information Center (with no resale or check out items), the desk would lack important convenience articles. In my opinion, an Information Desk should offer both services and convenience articles. Whether a profit from resale items is made becomes irrelevant if the area is operated as an "Information Desk". It should be pointed out that it is not the objective of the Information Desk to compete with other business operations. The objective is to provide a service.

The Information Desk should be located near other college union offices so as to facilitate its service. However, the desk receptionist should not be burdened with numerous other duties. In addition to providing information, the desk employee may also be responsible for numerous other duties that are related to "information" such as answering the telephone, regulating the P.A. system, making announcements, registering guests, distributing pamphlets, etc.

Besides dealing with the college populace, the college union Information Desk receptionist is continually involved in person-to-person contact with non-college-affiliated individuals. In many cases the receptionist is the first college employee with whom people come in contact. The supervisor should be aware that the image the receptionist projects to the public could very well determine the public's image of the college. He should develop those qualities in a receptionist which he feels would produce a confident, well-informed, sincere employee. The ideal personnel situation suggests a full-time receptionist position, augmented by student help. This arrangement will provide jobs for students who need to work while maintaining the continuity of the Information Desk.

Job Descriptions

AMIL D. ANDERSON
Union Director
St. Olaf College

A written job description sets forth a word picture of the objectives, duties, and relationships expected of a person in a particular job.

There are three primary reasons for preparing a job description. The first is to assist the employer in the area of recruiting a person or persons for a job. A good description provides an outline to assist the employer in interviewing the person applying for the particular job. The second reason for a job description is to provide a basis for the employer to evaluate job training and/or job performance. The third reason is to provide a basis for salary and wage administration.

Salary and wage administration is a very special area of knowledge and skill and would normally tie in with the overall salary and wage administration policies of the college or university. Because of this larger picture and the special skills involved, this presentation will be devoted to the job description as it applies primarily to the areas of recruiting, training and/or evaluation.

Prior to writing a job description, one should do an analysis and/or evaluation of the job concerned. The job evaluation, as I see it, is accomplished by the use of a job questionnaire to be filled out by the incumbent and his immediate supervisor. (Needless to say, this process of evaluation will not hold true if the job is vacant or only in a proposal stage. Sample forms for both the job questionnaire and supervisor's job questionnaire are included with this material.) It would then be ideal to have a specialist in the field of job analysis or evaluation prepare the job description from the questionnaires and from personal observations of the job. The specialist could be a member of the personnel department of the college or an outside consultant. If such a specialist is not available, the task of preparing the job description would probably fall to the director of the union. In any case, the person preparing the job description must bring to the task an impartial attitude and the ability to understand and describe the requirements of various work situations.

Before we get into the actual use of the attached sample forms, it might be well to point out that there are some personnel specialists who feel that there is another form to be used in describing managerial level positions. These descriptions are known as "position descriptions". According to a survey of 140 companies made by the American Management Association, the most commonly used form is:

1. Function - This section provides information similiar to that given in the job summary of an hourly rated job. It gives a brief but broad statement of the job and what the individual manager is to accomplish.
2. Duties - The content of this section corresponds to the material in the job description form attached. Usually, it is the major part of the position description and it often gives a precise account of functional responsibilities.
3. Authority - Information given under authority corresponds at the managerial level to Item No. 2 in the attached job description form. Practice appears to dictate that a position description will be written by the incumbent and not by an outside specialist. Before the position description is finalized, it should be reviewd by the next higher authority in the organization. As you can see from the foregoing statements, a position description is less structured and more person oriented than the job description. As an alternative to the individual director writing his own description (subject to review by his immediate supervisor), this task may be assigned to a committee made up of the union director, his immediate supervisor, and someone from the personnel section of the institution.

Use of the Job Questionnaire Form (refer to sample form)

1. Job Title - A title which has been established within the overall organizational structure of the union.
2. Department - Refers to such areas as food service, custodial, recreation, program, etc.
3. Employee's name - the name of the incumbent preparing the form.
4. Name and title of immediate supervisor - The person to whom the incumbent reports.
5. Names and title of employees you directly supervise - This item should be self-explanatory.

7. Detailed duties and responsibilities - the imcumbent should describe what the job is not how to do it. It is also helpful to the incumbent, as well as to the supervisor and management, to know the percentage of time spent in each of the areas described.

8. Supervision received - the incumbent should record his view of what supervision/direction he receives from his immediate supervisor.

9. Contact with other departments and persons - The incumbent should briefly outline the areas of cooperation necessary for him to accomplish his job.

10. Regular daily and weekly work schedule - This is nothing more than the incumbent's normal duty hours with an explanation of any deviation from this schedule such as extra night work or extra week-end work.

11. Machines or equipment - This includes such items as the telephone, adding machines, floor polishing machines, etc.

12. Qualifications - The word minimum should be emphasized in this section i.e. not what does he have, but what does he feel are the minimum qualifications necessary to accomplish the job? Under this section, general education would include high school, college, and graduate work if necessary. Specialized education or training might include vocational training. Work experience refers to how many years the incumbent feels are necessary in order to accomplish the job efficiently. Special skills and attributes would have to do with personality, a strong mechanical aptitude, etc.

13. The employee should sign and date this form.

14. Supervisor's comments - This block should indicate concurrence (or lack of) with what the incumbent has written. If the supervisor's job questionnaire is used, there will not be any need for a lengthy statement by the supervisor. The supervisor should sign this part of the form and date it, which then acknowledges the completion of the form.

Supervisor's Job Questionnaire (refer to sample form)

Job Title - As established in the overall organization of the union.

Department - for example: food service, program, custodial.

Names - List only those employees working under the specified job title.

In the next box, list the supervisor's name and job title.

Item A. Major responsibility - This should be the supervisor's own statment of what he sees the particular job to be. He may want to re-read previous job descriptions.

Item B. Preparation required - Self explanatory

Item C. Working conditions - Self explanatory

Item D. Supervision received - Self explanatory

Item E. Supervision exercised - Self explanatory

The supervisor should sign and date the form.

Job Description (refer to sample form)

The work now begins on the actual writing of the job description. We will assume that the union director will be doing this writing. He should have before him the job questionnaire filled out by the incumbent and the supervisor's job questionnaire filled out by the incumbent's immediate supervisor. Again it should be emphasized that the person preparing the job description should go into this with an open mind and a willingness to accept statements made by both the supervisor and the incumbent. THE PERSON PREPARING THE JOB DESCRIPTION MUST REALIZE THAT HE IS WRITING A DESCPRIPTION OF A POSITION AND NOT A DESCRIPTION OF THE PERSON HOLDING THAT POSITION.

Name of institution - This should include the college, as well as the name of the union.

Department - Food service, custodial, games area, etc.

Job Code - This may or may not be filled in. (Usually the job code applies to a wage and salary administration scale.)

1. Position title - The actual title of the job being described.
2. (a) Reports to - Title of immediate supervisor
   (b) Supervises - Titles of persons the incumbent would be supervising. (The word "none" to be used if applicable.)
   (c) Coordinates with - Titles of positions with whom the incumbent would coordinate in accomplishing the job.
3. General description of the job - A brief summary of the overall purpose, functions and objectives of the job.
4. Specific duties and responsibilities - It must again be emphasized that these would be the what of the job and not the how of the job.
5. Qualifications - This item should be self explanatory.

If the director of the union is the final authority in preparing the job description, the box "approved by" should have his signature in it. If final approval is required by a person in the administrative organization of the college, that person's signature should appear. The box "date to be revised" is very important in that jobs in the college union field do not remain constant over the years. Any job description should be reviewed at least once a year.

I wish to emphasize at this point that the foregoing procedures are not the last word in how to prepare a good job description. In reviewing some of the literature available in the field of personnel management and in talking with "personnel people", I have come to the conclusion that these procedures will help to establish a file of good job descriptions.

Samples of job descriptions and job questionnaires are included in this packet of materials to illustrate the many ways descriptions and questionnaires are prepared. These samples represent only a small part of the total number of job descriptions and questionnaires that I have received from the persons listed on an attached page.

Good luck and may your frustrations be minimal.

SAMPLE FORM OF JOB QUESTIONNAIRE OR INDIVIDUAL ANALYSIS

Job title: Department:

Employee's name: Name and title of immediate supervisor:

Name(s) & title(s) of employees you directly supervise. If more than 5, list titles and number of persons in each title. If you supervise no employees, write "NONE".

(listing space)

Job summary -- This should be a brief description of the overall purpose or function of the position you hold.

(listing space)

Detailed duties and responsibilities: describe in your own words and in detail the work you do. Write the description so that anyone unfamiliar with the job will be able to understand what you do. Estimate the percent of time spent on each task over a period of 6 months to one year. The description should tell what you do not how you do it. If additional space is needed use and attach additional 8 1/2 x 11 sheets of paper.

	%

Describe the supervision received.

(extra space)

Describe your contact with other departments, and persons necessary in accomplishing your job.

(extra space)

What is your regular daily & weekly work schedule? Explain any deviation from this regular schedule which you feel necessary.

(extra space)

List any machines or equipment you use in your work regularly and percent of time spent operating same.

(listing space)

Qualifications: What do you feel are the minimum qualifications necessary to accomplish this job?

1. General education:
2. Specialized education or training:
3. Work experience:
4. Special skills or attritutes:

Employee's Signature: | Date:

Supervisor's comments:

(extra space)

Supervisor's signature: | Date:

SUPERVISOR'S JOB QUESTIONNAIRE

To be filled in by supervisor for each job reporting to him.

Date

Job title	Department
Names of employees on this job	Your name Title

A. MAJOR RESPONSIBILITY. Summarize what you believe is the major responsibility of this job (reread description of job duties).

(extra space)

B. PREPARATION REQUIRED

1. Education. Check below the basic minimum education which this job would normally require.
   - ___ *High school*
   - ___ Brief business school training (up to 1 year)
   - ___ Extensive business school training (2 to 2 1/2 years)
   - ___ Short specialized technical training
   - ___ Broad technical training (3 to 4 years)
   - ___ College degree
   - ___ College plus graduate work

   Course of study ______________________________

2. Experience. Assuming the education requirement has been met, how much related experience (within or outside the college) would be required to perform this job satisfactorily under normal supervision? Check the proper space below to indicate span of months or years required:

Months

1 - 3	
3 - 6	
6 - 9	
9 - 12	

Years

1 - 2	5 - 6	
2 - 3	6 - 8	
3 - 4	8 - 10	
4 - 5	10 - 15	

C. WORKING CONDITIONS. Does this job involve to any extent unusual working conditions beyond normal office conditions (e.g., above average noise, physical effort, outdoor work, etc.)?

___ Yes ___ No. If so, what are they? ______________________________

D. SUPERVISION RECEIVED. Check one of the following to indicate the nature of the supervision received by a person on this job:

___ Immediate, close or frequent.
___ Some latitude in working on own: short assignments -- checked.
___ Fair degree of latitude, especially in handling normal routine of work.
___ Considerable latitude; handles broad assignments with little guidance or checking; generally checks with supervisor only on questions of policy.
___ Receives only general administrative direction; plans, organizes own work.

E. SUPERVISION EXERCISED. Complete this part of questionnaire only for those jobs where the incumbent has primary responsibility for hiring, assigning work, transferring, disciplining, making salary recommendations, etc. Indicate the jobs and the number of people in each which are supervised by the incumbent on this job.

Job title supervised	No. of People	Job title supervised	No. of People

Signed ______________________________

JOB DESCRIPTION

Name of Institution:	Department:
Date:	Job code:

1. Position title:

2. (a) Reports to:

(b) Supervises:

(c) Coordinates with:

3. General description of job:

(extra space)

4. Specific duties & responsibilities:

(extra space)

5. Qualifications:

(a) Education:

(b) Experience:

(c) Special skills or personal attributes:

Approved by:	Date approved:	Date to be revised:

SAMPLE JOB DESCRIPTION
(University of Florida)

PART I

1. Employee name

2. Position classification or job title
Program Director II

3. Agency
University of Florida

4. Section
J. Wayne Reitz Union

5. Job location (city)
Gainesville

6. Reports to (name)

7. Supervisor's job title
Asst. Director, J. Wayne Reitz Union

8. General responsibilities

Supervision of the educational, cultural, recreational and social program of the Reitz Union; selection and training of the necessary personnel to carry out the program.

9. Specific duties	Approx. % of Time
Serves as advisor to the officers and members of the Board for Student Activities in all its endeavors, working with its Directorate, its officers, committee chairmen and committee members totaling some 225 volunteer student workers. The Forums Committee, Fine Arts Committee, Dance Committee, International Committee, Public Relations Committee, Recreation Committee and others have as their objective to serve better and more efficiently the student body and the entire University of Florida community.	25%
Evaluation of all Program Office activities as they occur and planning for the University community programs of high calibre and wide scope.	15%
Supervision of the staff of the Program Office through staff meetings, supervisory conferences and individual consultation and counsel.	15%
Approval of all requisitions for purchases and other expenditures made by the Program Office; signing of all contracts and formal correspondence; preparation of a budget for the Program Office involving some $70,000. per year.	15%
Provide assistance in administrative matters, budgets, policies and supervision of the Union as assigned by the Director.	10%
Organization and supervision of all trips sponsored by the Union for the students and University community in general, both within and outside the state.	10%
Planning and establishment of programs of leadership training for officers and committeemen of the Board of Student Activities and for the leaders of other student organizations of the campus.	5%
Development of a research program to determine student interests and needs.	5%

10. Equipment operated: type and percent of time

NONE

11. Working conditions

An unusual amount of night work is involved, with weekend work often necessary in furnishing supervision for Union activities. Most of the work is done from the office of the Program Director and throughout the Union building. Short periods of intensive work under time pressure occur.

Number of hours in work week if over 40 hours.

12. Supervision received - unchecked responsibilities

Work is checked and supervised by the Assistant Director of the Union, but in a way which offers much latitude with room for creative endeavor, introduction of new activities, and decision making not involving changes in established Union policy.

13. Relationships or contacts with others

Student officers and representatives of Student Government, volunteer service organizations and campus-wide committees.

Other departments and agencies under the Vice President for Student Affairs. Professors, department heads, and deans of various academic areas. Department and agency heads of Florida State government. (See attached sheet)

14. Supervisory responsibilities

A. Organization unit	No. of Empl.	B. Job classifications	No. of Empl.
Union Program Office:			
Full-time	6	Asst. Program Director	2
Part-time	5	Secretary II	1
Volunteer	175	Clerk I	1
Total employees reporting	186		

PART II

15. Qualifications

A. Minimum general education
Masters Degree (in field of Student Personnel, Recreation, Psychology, Sociology, Liberal Arts, etc.)

B. Specialized education or training
College course work in group work, recreational skill, guidance and counseling, human relations, leadership training and similar areas.

C. Minimum work experience - Five years in positions of like responsibility or in immediate subordinate positions in college union, college dean of students work, YMCA, etc. The person should have experience in elected or appointive positions of leadership in student activities, church work, civic or fraternal groups, etc.

D. Special skills or attributes required
Physical health and mental emotional stability necessary for the personal flexibility required to meet the demands of the position, i.e., evening work, long hours, weekend work, short periods of intensive work under pressure.

16. Supervisor's comments

(extra space)

Employee's signature   Date   Supervisor's signature   Date   Agency   Date

SAMPLE JOB DESCRIPTION
(Purdue University)

SCHOOL OR DIVISION	DEPARTMENT	DATE	
Purdue Memorial Union Housing & Food Service	Union Club & Desk Purdue Memorial Union	11-5-69	
POSITION TITLE	**CURRENT CLASSIFICATION**	**NAME OF INCUMBENT**	**IMMEDIATE SUPERVISOR**
Assistant Director	Management Staff		

Job Summary

The following job summary should state the overall purpose and/or function of the position.

This position is responsible for the daily operation of the guest room desk and reservations office, merchandise and information desks, and check cashing services; to serve as assistant manager of 256-unit guest room department (Union Club) to supervise billing procedures and accounts receivable; design and control of cash handling procedures related to these areas.

Major duties and responsibilities *Percent*

List the major duties and responsibilities of the position, indicating the approximate percentage of time required for each. (Describe what is performed, not how it is performed.)

1. Employment, training and supervision of a staff of nine for the 24 hour operation of the guest room desk and a staff of three for the reservations office. 45%

2. Responsibility through an adminstrative assistant for the employment, training and supervision of a staff of eleven to operate 15 hours daily, 7 days a week, two merchandise and information desks, including check cashing service in excess of $4,000,000 annually; direct supervision of collections on returned checks.	15%
3. Control and supervision of billing; and accounts receivable.	10%
4. Assistant manager of guest room department, acting in his absence for the Associate Director to make advance booking commitments and supervision of the housekeeping staff.	10%
5. Coordination and supervision by assignment, of special building events.	5%
6. Serve as registrar & co-ordinator of housing assignments and custodian of funds for registrations involving pre-payments of housing and for meals for large summer conferences of religious, professional, educational and scientific organizations.	5%
7. Review and evaluate periodic (daily to annual) financial and usage reports.	5%
8. Serve on departmental, university and association committees as appointed or approved by the director.	5%

(Use additional sheets, if necessary, to complete the above description or to answer the following questions.)

NUMBER OF PEOPLE DIRECTLY SUPERVISED?	FULL-TIME SUPERVISION		PART-TIME SUPERVISION	
	3	Administrative		Administrative
	7	Clerical	14	Clerical
		Service		Service

Describe the responsibility for hiring, firing, promoting, etc., of subordinates.

Subject to University policies and gudget controls, exercise complete authority to hire, fire, promote, demote and set pay rates of subordinates.

In what circumstances would discretion and independent judgement be regularly exercised? Describe.

Establishment of performance standards, procedures and schedules; selection and replacement of equipment; design of facilities and procedures; establish conditions for credit and approve or disapprove applications; authorization of refunds and/or adjustments resulting from errors or inferior service; recommend room rate changes; suggest departmental and University policy changes.

What special training, experience, or knowledge is necessary to perform the duties of the job?

Bachelors degree in business administration, hotel administration or allied academic fields for formal education; or trade school plus experience of four to six years.

Describe the supervision received.

General direction in the areas of policy, financial objectives and limitations, co-ordination inter-departmentally and special project reports and assignments.

What original and creative work, requiring invention, imagination, or talent is performed?

Design of business forms and development of operating procedures; replacement and renovation of equipment and facilities, organization and delegation of work assignments.

What percentage of time is spent doing work which is routine (non-creative, non-discretionary or non-analytical)?

5%

The above statements constitute an accurate and complete description of the duties of the incumbent.

Department Head

SAMPLE JOB DESCRIPTION
(University of Nebraska)

Position Guide
July 1970

Position Title

Director

Basic Function

The director has the authority and responsibility to administer the policies of the university and Nebraska union board as regards both educational goals and business and service goals of the university and the Nebraska union. As the chief administrative officer in charge of the total program of the Nebraska union and its personnel, he administers the use of all resources of funds, staff and faculty.

Purpose

By nature of his overall knowledge, the director stimulates and coordinates staff, students, and college colleagues in an effort to realize the total educational and financial goals of the union. He participates in a major way in determining the goals of the union and its mounting program to realize these objectives. As chief administrative officer, the director assumes the principle leadership role in facility planning and the setting of standards of the operation.

Professional Duties and Responsibilities

Specific duties of the director are in the areas of administrator, advisor, business and finance officer, facility planner, and educator as detailed below:

1. Administrator:
   To be knowledgeable of and administer the policy and procedures of the state, university, and union board as relates to the business and educational programs of the union.
   To staff, appropriate to the needs, with professional staff and service personnel.
   To work with the executive dean of student affairs, division staff, and other administrative colleagues on campus to mesh objectives of program of the union to university goals, cooperatively and separately.
   To provide leadership and motivation to staff, students, and administrative colleagues to commit their efforts to program objectives of the union.
2. Advisor:
   To act as senior advisor on program planning with the union board and union program council, as well as staff, administration, and faculty.
3. Business and Finance Officer:
   To act as the responsible head for budget planning and planning of business procedures.
   To be responsible for actions to best insure the economic stability of the total operation.
4. Facility planner:
   To assume leadership in discovering and assessing facility needs, to prepare a program to fulfill these needs, and to plan, with University departments and architects, the building and space design to meet these needs.
   To be involved in the interior design and space relationships, and to select and specify furniture, fixtures, and equipment to fit the facility to functional use.
5. Educator:
   To become knowledgeable of the educational objectives of the institution, aid the Division of Student Affairs and union board, and to administer the union resources and staff in a style and manner as to effectively and efficiently support attainment of these objectives.
   To be aware of and enhance the educational opportunity for students in their relationships and involvements in the union, both as volunteer students in group community activity, in union campus service programs, and as part-time student employees.
   To motivate staff to conduct themselves as formal and informal advisors, and to, by example, lend themselves to all manner of activity to assist the student in bringing about personal behavior changes to better fit him to his role as an active, prepared, and concerned community member.

Organizational Relationships

The director of the union reports as a staff department head to the executive dean of the Division of Student Affairs. He has a line responsibility, as assigned by the executive dean, to the director of business and finance for the conduct of business affairs of the union in conformity to institutional policy and practices. As a member of the Nebraska union board, he sets matters of policy governing house rules, space use, and educational and activity programming.

SAMPLE JOB DESCRIPTION

Position Title
Student custodian

Skill and physical activity required:
Sweeping, dusting, mopping, scrubbing, polishing. Requires prolonged use of arm and back muscles. Manual dexterity is essential to the use and application of light cleaning machines.

Typical tasks:
Repetitive cleaning and light custodial work within assigned areas of University building.
Sweeps, wet mops floors with light duty mops and equipment.
Waxes and buffs floors, dusts and polishes furniture and furnishings.
Washes blackboard and polishes mirror and table surfaces.
Polishes hand rails, push plates and other hardware.
Cleans enamel and tile surfaces and fixtures in toilet rooms and laboratories.
Renews towel and paper supplies.
Makes beds, empties waste baskets and trash receptacles.
Vacuums and cleans rugs.
Washes windows that can be reached without due hazard.
Uses standard cleaning agents.
Operates light duty cleaning equipment such as sweeper, vacuum cleaner, floor polisher.
Makes minor adjustments on cleaning equipment.
Makes simple oral or written reports to work supervisor.
Makes special reports in event of building emergencies or hazard.

SAMPLE JOB DESCRIPTION
(University of Connecticut)

For the position of Union Director:

1. Responsible for total operation of the union and activities as noted on job description as follows:
    a. Co-ordinator of student activities and assistant's.
    b. Assistant to director
    c. Program advisor and assistant's.
    d. Night supervisor.
    e. Control desk operators - Building hostesses.
2. Responsible for maintenance and repair of student union building (100,000 square feet) including purchase of new furniture and equipment.
3. Responsible for selection and hiring of professional staff.
4. Responsible for selection and hiring/firing of classified employees.
    a. Secretarial/Clerical
    b. Maintenance
    c. Temporary
5. Approves all work schedules.
6. Recommends promotions and salary increases for all employees.
7. Recommends operation and staffing of Soda Bar (under direction of university dining hall operations).
8. Certifies to the accuracy and agreements of all contracts involving student organizations and student union board of governors contracts between the organization and performers that involve the use of university facilities. (Certain state laws effect such contracts).
9. Accepts (or rejects) the advice of the student union board of governors in regard to the operation of the union and/or the presentation of its programs.
10. Approves all requests for personal services, contractual services and purchases.
11. Prepares budget.
12. Submits annual report.
13. Directs summer session activities program.
14. Responsible to the dean of students.

SAMPLE JOB DESCRIPTION
(University of Minnesota)

For the position of Union Director:

1. Recruit, train and supervise the staff associated with the operations, maintenance and programs of the Coffman Memorial Union.
2. Oversee the administration of the business operations of the union, including purchasing, accounting, budgeting, billing, and collection of accounts.
3. Oversee the coordination of activities in the union building, including room scheduling, calendaring and relations with the various student organizations and departments housed within.
4. Develop short range plans for physical improvements to the union building and its services.
5. Develop long range plans for the renovation and remodeling of physical facilities to meet contemporary and future needs of students, staff and the public associated with the university.
6. Advise and consult with the Coffman Union Board of Governors in all of their activities.
7. Develop increasing opportunities for student participation in the Coffman Union organization and expand leadership development and service opportunities.
8. Maintain active liaison with fellow directors of West Bank Union and St. Paul Student Center and with the director of the Department of University Student Unions.
9. Establish and maintain effective liaison with other university departments as they relate to Coffman Union programming and/or operation (especially the Student Activities Bureau and like offices within the office of the Dean of Students).
10. Represent the Department of University Student Unions in the absence of the director; handle such responsibilities as the director may assign.
11. Foster a view of the union as an integral part of the university's climate for learning as it affects students, faculty and staff.

SAMPLE JOB DESCRIPTION

For the position of Assistant Student Center Director:

Duties

The assistant director is responsible for several aspects of the cultural, social and recreational co-curricular programs which take place in the student center. He has a direct responsibility for staff orientation, both regular and student workers. This man will also conduct work-study seminars in training programs in each of the various daily building operations and update job descriptions and constantly search for more effective efficient methods of operating the student center.

In addition to the work orientation and training, the assistant director is a member of the student center board of directors, the policy making body of the center. He also acts as advisor to two of the four standing student center board committees. These will be selected from the following areas -- games, social, publicity and fine arts. Each of these committees is responsible to the student center board for specific aspects of the student center program. The assistant director will act for the director during his absence. He shares the superivsing responsibility for a 16-hour day, seven days a week student center operation.

Special Qualifications

The person to fill this position must be student-faculty oriented. He spends a great deal of time advising, counseling and coordinating with student committees, and the general faculty.

Experience

An assistant director of a student center should have at least three years of successful experience in the field of education or student personnel work, leadership or participation in at least one major campus activity as an undergraduate. This could range from varsity athletics to student government or union participation.

Education

Graduation from a four-year college and an advanced degree or equivalent training in student personnel work or community center activities. Effective participation in extra curricular activities as a student. Specialized training in group leadership, recreation administration, college union administration would be most beneficial. Courses in music, art, drama, counseling, public relations, writing and public speaking should also be considered as important.

SAMPLE JOB DESCRIPTION
(Ohio State University)

Position:
Assistant Director-Administration, Ohio Union

Supervisor:
Director, Ohio Union

Responsibilities:
Operation of reservation desk, business office, checkroom, newsstand, and night managers.

The assistant director-administration is responsible for establishing general policies, procedures, long-range programs for the above areas. In addition to assisting the director in overall operations, planning and execution of the above areas, he is responsible for the following specific areas:

- Reservation-Reception Desk
- Facility Arrangements
- Night Managers
- Checkroom Operations
- Newsstand and Information Center
- Ohio Union Business Office

Reservation-Reception Desk
The Reservation-Reception Desk is staffed by one full-time receptionist and one nine-month assistant. Duties include answering all calls coming into the main office, making space reservations for all events in the Ohio Union, preparing the daily schedule of events, handling lost and found items, distribution of mail, acting as an information center, and doing a great variety of other jobs that are necessary to the operation of the building.

Facility Arrangements
Careful planning and scheduling is necessary to meet the many requirements of the great variety of meetings held in the Ohio Union. Functions may range from a simple one-time banquet arrangement to a dozen different arrangements a day for a conference of a thousand people lasting a week or more.

Night Managers
Graduate and professional students are used for the position of night managers. The night manager ordinarily comes on duty at 5 p.m. weekdays, 12 noon on Saturday, and at 11 a.m. on Sunday. Duties include checking to see that proper facilities are available for the functions held during these times and that proper conduct is maintained by our guests at all times.

Checkroom Operations
There are two manned checkrooms in continuous operation in the building during the academic year. Another checkroom is manned on a part-time basis in order to more efficiently serve the groups attending meetings and banquets in the ballrooms. These checkrooms are supervised by student captains and staffed by student attendants.

Newsstand and Information Center
The Newsstand serves as a central information center for all visitors to the Ohio Union. Here they may purchase magazines, papers, candy, cigarettes, tobacco, and sundry items. It serves as the official information center for the campus during the evening and weekend hours when the administration building is closed. It also serves as a check-cashing center for all students, faculty, and staff who present proper credentials.

Ohio Union Business Office
It is the responsibility of the business office to establish and maintain efficient business methods and controls for the operation of the Ohio Union. This office has the specific responsibility of receiving the cash and controlling its flow, maintaining all necessary business and personnel records, and preparing required reports. This includes the maintenance of personnel records and preparation of payrolls.

The business office is responsible for the preparation of the annual budget and the annual report of the Ohio Union. In addition, it is the responsibility of the business office to prepare all financial statements and to maintain all continuing records and reports necessary. It is staffed by five full-time monthly employees -- one who is on a ten-month appointment -- and two part-time students.

SAMPLE JOB DESCRIPTION

Position Title:
Assistant Director

Description of work

This is administrative and supervisory work assisting in the direction of the university center.

Work involves assisting the director in the operation of the university center and in the supervision of all personnel. Work is performed within established policies and procedures under the supervision of the director. All work is subject to review through conferences, reports, and observation of the effectiveness of the overall program. Supervision is exercised over ten or more clerical, food service, and custodial employees.

Examples of work

Assists in the direction and supervision of the operation of the university center.

Checks cash receipts and audits cashier's banks.

Assists in the selection, training, and supervision of personnel.

Compiles statistics for monthly building usage and financial reports.

Maintains current operational handbook for employee training.

Assists in preparation of budget requests.

Assumes responsibility for the operation of the building and its functions in the absence of the director.

Performs related work as required.

Qualification requirements

Two years of experience as a university center activities director; and graduation from a four year college or university with major course work in management and counseling; or any equivalent combination of experience, education, or training which provides the following knowledge, abilities, and skills:

Considerable knowledge of the functions of a university center.

Knowledge of modern business practices and procedures, particularly in the area of university center management and personnel administration.

Ability to supervise a large group of clerical, food service, and custodial employees.

Ability to establish and maintain effective working relationships.

SAMPLE JOB DESCRIPTION

Position title
Food Service Area Supervisor

Function of Job

Under general supervision, to perform line supervisory duties in an area (or unit) within a food service department.

Characteristic Duties and Responsibilities

1. Supervise operations of a specific food service area, such as dishroom, cafeteria counter, fountain, or dining room
2. Supervise and assist in preparation and service of food
3. Supervise and assist in routine maintenance and cleaning
4. Requisition food and supplies
5. Maintain necessary records
6. Assist with the training of employees in all job aspects
7. Assist with preparation of area work schedules and make necessary routine adjustments
8. Promote good customer relations
9. Promote good safety and sanitation procedures
10. Assist with development and practice of security regulations
11. Perform related duties as assigned

Supervision Received and Given

Oral and written instructions are received from a food service administrator. Employees in this class supervise employees assigned to their area.

Minimum Acceptable Qualifications

1. Supervisory ability
2. Ability to pass food handler's examination
3. Grade school graduation and three years of food service experience (High school education may be substituted for food service experience on the basis of two years of education for one year of food service experience.)

Additional Desirable Qualifications

1. Supervisory experience

TENTATIVE APPROVAL OF DIRECTOR: 1-13-65

Occupational Area: 10
Work Area: 380
Range or Rate: ________
Vacation Schedule: Two weeks, overtime pay for time beyond regular work schedule

SAMPLE JOB DESCRIPTION

(University of Illinois at the Medical Center, Chicago)

Position Title

Director

Function of Job

The overall administration and management of the Chicago Illini Union.

Characteristic Duties and Responsibilities

Direct the educational program, business and operations functions of the Chicago Illini Union. Work with the union board, union staff, and university officers to establish effective programs, facilities, and services. Exercise fiscal control and sound management of all resources. (Note -- the position does not include responsibility for food service. The food operations in the union and in housing are under a division food service manager.)

Responsibilities which merit particular emphasis are: developing a major addition to the union; initiating a balanced indoor and outdoor university recreation program; and coordinating with other university agencies (the colleges, extension division, etc.) to build a dynamic continuing education program on the campus.

Scope of Facilities

The existing Chicago Illini Union opened in 1967. Its facilities include: music and art lounges; bookstore; student activities center; multipurpose room (for approximately 500); a conference center (with 6-9 meeting rooms); 400 seat cafeteria; 135 seat dining room; 165 seat vending snack bar; bowling lanes; billiard room; game room; television area; main desk; barber shop; etc. An addition of equal or greater size is envisioned, with tentative facilities to include: swimming pool; gymnasium; handball courts; exercise rooms; and continuing education center; a new student activities center; guest rooms; etc. Satellite bookstores and a branch dental supply store are also planned.

General

The Chicago Illini Union director position is new, having been created as a result of approval of a master development plan authorizing progress toward campus expansion. Broad administrative guidance will be received from the director of auxiliary services. A close advisory relationship is to be maintained with the dean of student affairs. Supervision is to be given to the program director, bookstore manager, bowling and billiards manager, building service supervisor, night manager, reservations coordinator, and to other assigned employees. Baccalaureate degree is required and a Master's degree would be desirable; however, prime emphasis will be placed upon the individual's professional skills and potential. Candidates are being sought who have experience in both student personnel administration and business management, and who have the capability of guiding an expanding organization.

Salary

________ and up, with good latitude for a higher rate, dependent upon the qualifications and experience of the candidate.

SAMPLE JOB DESCRIPTION
(University of Nebraska)

Position Guide
July 1970

Position Title
Assistant Food Service Manager - Production

Basic Function

The assistant food service manager-production will have the authority and responsibility necessary to direct the operations of all production areas and supporting functions. This will include directing the activities of all production personnel, and hiring and training them. Will include responsibility for all equipment and space in his department areas, and will report maintenance and repair problems to the operations manager. Will include supervision and involvement in product procurement, storage and preparation. The assistant food service manager-production will be responsible to become knowledgeable of the university rules, union rules and policies, and the operation of his area in a style and manner as to conform to these rules and policies and to enhance the educational program of the Nebraska Union.

Purpose

The Nebraska union board has established the present service facilities including the food department in the income-producing, retail-sales category with the purpose of serving individuals and their personal needs and their group activity needs. The base philosophy is to provide for service in the area of food needs, the highest quality of product and service during the maximum number of hours daily for the maximum of days per year, and to be self-sustaining, self-liquidating, and essentially nonprofit. The department head is responsible for maintaining an operation fitted to the needs of our clientele in terms of style, menu, timing, pricing, standards, and tastes, and to equip accordingly. The department will equip, maintain, repair and replace from reserves the furnishings and equipment as well as the building space allotted.

Professional Duties and Responsibilities

The assistant food service manager-production must be professionally competent to fulfill his responsible role in the following areas of business management:

1. Supervision and training of supervisory and production personnel.
2. Assist the food service manager in annual budget preparation.
3. Purchasing of products, equipment, and supplies. (Must operate through central purchasing and central food stores.)
4. Coordinate all maintenance, upkeep, and repairs of space and equipment through the operations manager.
5. Development of menus, recipes, production techniques, and adhere to fine standards of product quality.
6. Supervise cost controls, inventory, personnel time card procedures, and general accounting and records keeping functions.

Organizational Relationships

The assistant food service manager-production has both line and staff relationships. The primary relationship is a line relationship to the food service manager. This relationship centers around all daily functions relating to the normal activity in the 1) production kitchen, 2) storeroom, 3) bakery, and 4) serving lines. His secondary relationship is a staff function to the assistant food service manager-service. This staff relationship may be extended by the food service manager to other staff who have need for the consultive services of the assistant food service manager-production. (i.e. East Union Manager)

SAMPLE JOB DESCRIPTION

For the position of Program Director:

General

The program director is responsible for the depth and breadth of the college union program. He shares the overall planning and executing of all programs. He provides the leadership, creativity, and skills in developing programs of high quality with educational and social values.

Specific Duties of Program Director

1. To serve as advisor to all committee chairmen of the college union board.
2. To hold regular meetings with students in development of programs and activities.
3. To organize and conduct leadership workshops.
4. To keep an up-to-date file of union activities, committee chairmen, and members.
5. To maintain an orderly procedure of record keeping, inventory, and pertinent information to programming.
6. To assist in the preparation of union publications.
7. To participate in professional organizations relating to union activities and programs.
8. To provide assistance to students and their publications -- proofing written materials, speeches, etc.
9. To work cooperatively with other areas on personal relation to programming and assistance whenever needed.
10. Whenever possible participate in areas of special interests -- art, music, forums, drama, debates.
11. To advise director on program needs and budgetary requests.

Special Qualifications

Thorough familiarity with the objectives of recreation and group activity and the techniques of guidance and informal education; strong leadership and counseling abilities; personal skill and experience in two or more union program areas; personality which is attractive to young people; high degree of personal social competence; an even temperament and physcial stamina.

Experience

Extensive experience as a leader in campus activities. Experience of two or more years in student personnel or group work, camp counseling, recreation leadership in community centers, VISTA, or the Peace Corps.

Education

Graduation from a four-year college course and one or more years of graduate work, preferably as an intern or graduate assistant in the union work (master's degree highly desirable). Special training in recreation leadership, student personnel work, guidance and counseling, or group work.

SAMPLE JOB DESCRIPTION

For the position of Program Advisor:

1. To serve as advisor to the student union program board.
2. To advise primarily all union program committees on their programs and activities.
3. To advise any student group on their programs.
4. To supervise, along with other union staff, the programs planned primarily by the program board, but also include other student groups.
5. To assist and direct the union board to develop as far as possible a balanced social, cultural and recreational program based on the needs, interests and goals of the student body.
6. To hire and train all programming and secretarial staff.
7. To act as a liaison between students, staff, faculty, and administration in carrying through the functions of the union board.
8. To continually practise and teach within an informal situation the philosophy and goals of the student union.
9. To receive, correct and process all contracts for programs.
10. To continually review programming procedures and policies and make recommendations to director for programs.
11. To process the ordering of all materials, and food for the union program committees.
12. To inform the union program committees of university procedures to facilitate the efficient planning of their programs.
13. To be responsible to the director of the union.

SAMPLE JOB DESCRIPTION
(University of Illinois)

For the position of Program Director:

1. The program director's functions can be divided into two different, although associated roles:
   - A. Programming Role
     1. Advisor to IUSA activities
     2. Advisor to the Illini Union Board on matters pertaining to programs.
     3. Liaison between the Illini Union student activities and the university through contacts with the different academic departments, dean of students, etc.
     4. Public relations function.
     5. Insurer of the continuity, evaluation, and development of programs.
     6. Teacher in the recreation department (optional)
   - B. Administrative Role
     1. Responsible for the personnel and management functions for the program department within the policies established by the Illini Union Board.
     2. Establish goals and procedures to achieve these goals in accordance to the goals established by the Illini Union Board.
     3. Distribute program responsibilities among the program department personnel.
     4. Control the budget of IUSA and establish financial procedures.
     5. Liaison between IUSA and the Illini Union administration.
     6. Interpret university and Illini Union policies as they apply to IUSA.
     7. Hold periodic staff meetings.
     8. Establish training procedures for the program department personnel.

SAMPLE JOB DESCRIPTION

Title: Custodian (3:30 p.m. - 12:00 Midnight)

Job Summary: This individual will work with the night manager in keeping the building clean during the swing shift hours. He will be responsible for the meeting rooms, rest room, and etc.

Job Duties:
1. Clean all Rest Rooms.
2. Clean all office areas.
3. Check all rooms that are to be used and make sure they are clean.
4. Clean all rooms before closing the building.
5. Wet mop and buff as time allows; offices, information area, etc.
6. Sweep entrance ways.
7. Straighten up all lounge areas.

SAMPLE JOB DESCRIPTION

For the position of Building Caretaker:

Tasks, Duties, and Responsibilities

1. Sweep floors.
2. Wet Mop floors.
3. Wax floors.
4. Scrub and buff floors.
5. Clean: Windows and other glass.
   Lights
6. Dust: Furniture
   Ledges
   Venetian Blinds
   Door panels
   Baseboards
   Window sills
   Toilet partitions
7. Wash: Furniture
   Blackboards
8. Clean washbowls, urinals, and stools.
9. Mop toilet floors.
10. Service toilets: fill towel cabinets, toilet tissue, soap, etc.
11. Clean and empty wastebaskets, pencil sharpeners, ash trays, etc.
12. Building Service: Open and lock building
    Replace burned out lights
    Report building repairs
13. Outside work: Sweep steps and walks
    Sand icy steps and walks
    Remove snow, water lawns, etc.

Line Workers—Work Analysis: Standards Systems And Procedures

THOMAS W. WIEGAND
Associate Union Director
College of the Holy Cross

Ever since the development of scientific management, the productivity of workers has been based on standards, time and motion, and work analysis. This process has a basic foundation in the production facilities across our country. The process has not been fully applied, however, in the area of productivity for maintenance personnel. Standardization in the cleaning industry will provide the means of setting goals and measuring performance. It is not unreasonable to expect productivity to increase by the use of standards in industry. The same holds true in the area of cleaning productivity. It would be virtually impossible to find a company that does not employ an industrial engineer to guard against inefficient and ineffective productivity. In rare cases, however, maintenance departments are given professional help in establishing standards and performance measurements.

With the sharp rise in labor costs and the continuing problem of budget restrictions in the college union field, most of us are now compelled to take a hard look at our overhead costs and maintenance costs. It is my opinion that this examination points out very clearly that our average cleaning operation is wasteful, inexact, unscientific, inefficient and ineffective. It is my belief that with the application of standards to the cleaning industry much can be done for productivity in industry.

To illustrate this point, Mr. Morton P. Clurman, President of Sanitation Systems, Incorporated, wrote an article in the Journal of Property Management, volume 27, #1, 1961. Mr. Clurman related a story that involved one of the nation's leading meat-packing companies. They had erected a large new air-conditioned building. The company, according to Mr. Clurman, had a reputation for high efficiency and progressive management. They decided to put the office cleaning operation on the same scientific basis that had given them such success in their production facilities. They did a complete study of the cleaning requirements and came up with a labor and supplies budget of $170,000. This figure was derived through many time and motion studies and yards of paper had been covered with computations. To give some indication of just how thorough this company was, they did not use this data alone to make a decision. They called in a leading consultant firm specializing in industrial cleaning to do a sanitation audit. Quite to the surprise of the company, the audit determined that, instead of needing 34 men to maintain the building, only 11 men would be needed at a total annual cost of only $80,000.

Speaking from my own experience, this example has been repeated in other similar situations. One of our neighboring colleges has realized a $40,000 savings, or approximately 20% of their maintenance budget, from a similar audit. A significant point to remember is that when these firms make an audit to determine what the cost should be, it is very easy to be skeptical. The proof of the validity in their audit can easily be tested. Just about any firm specializing in this type of audit, after making the estimate, is quite willing to take over cleaning at their predicted cost. It is seldom desirable to turn cleaning over to an outside cleaner and, with a few exceptions, I would not necessarily recommend it. However, if an auditing firm is willing to accept their estimate of your cleaning needs, you are reasonably sure that they have given you a realistic figure.

It is important to understand why the effort of the previously mentioned company was unsuccessful. The answer lies in standards. Without these standards, the time and motion studies done by the company are totally meaningless. Before establishing standards, find the answers to such questions as: how much area should a cleaner damp mop in an hour, what kind of mop should he use, what wringer, what detergent, what technique? Those people not trained in cleaning standards would not have the faintest idea of how to approach these problems. The result is an untrained man, virtually unsupervised, using the wrong wringer, the wrong mop, the wrong detergent and, often, an archaic technique. According to Mr. Clurman, this is like timing a lame draft horse pulling a loaded wagon uphill to determine how fast a thoroughbred should run a mile on a good track. Other questions that need to be answered deal with the frequency of cleaning. Methods of cleaning will be dealt with later in this paper. Each one has a specific frequency, whether it be daily, weekly or monthly. The most important point that I could possibly emphasize is that an efficient cleaning program is based on standard cleaning methods with standard cleaning tools and supplies, coupled with standard times, standard cleanliness levels and standard supervision and control. No single component will do the job alone.

Aside from the tremendous savings in cost, a standardized system of cleaning will, in almost every case, provide one with a cleaner building.

There are five basic components to an efficient and effective cleaning program. The first of these five components is the standardization of cleaning methods. Often, cleaning personnel concentrate on this one component of the total program at the sacrifice of the entire program. Standard methods in cleaning are important. However, without the proper tools and supplies and a system of using them, they do not provide the efficiency one could expect. For example, the engineers of the meat-packing company were doing time and motion studies of their cleaning personnel without first determining if they were cleaning properly. The inefficient cleaning technqiues used by the personnel completely distorted the labor and supplies cost for their cleaning program.

Before timing a particular job, first determine if it is being done properly. For example, a building engineer wishes to make a timing study of his men dust mopping a corridor. If, in this study, the cleaning staff used the old method of walking up and down the corridor three or four times with a dust mop, the time would be approximately one-third longer than if they were using the proper method. The proper method for cleaning a corridor is to make one pass down the corridor with the proper sized dust mop in a back-and-forth motion across the body. In this case, the men make only one walk down the corridor. This is considerably faster than three or four trips and, in the process, eliminates a fatigue factor. The use of standard methods in cleaning will save in both time and fatigue, increasing efficiency and effectiveness.

The second component of a standardized cleaning program deals with standard tools and supplies. Tools and supplies are the heart of a labor-saving maintenance program. Tools should be selected with the intent of saving the worker fatigue and time. Supplies should be selected to be effective and as maintenance-free as possible. An important point to remember is that tools and supplies represent only 5% of the cleaning budget while labor accounts for 95%.

Consideration must be given to the tools and supplies presently in use. Floor brushes and small dust mops for smooth office floors, feather dusters and damp rags for equipment dusting and cardboard cartons for picking up waste paper could be wasting many man hours. Heavy alkaline soaps necessitating numerous time-consuming rinses, soft waxes requiring frequent buffing and stripping, small mop buckets and old-fashioned roller wringers cause unnecessary fatigue and make it impossible for your cleaners to do a proper job.

The third component of a standardized cleaning program deals with standard times, and determining just what is a fair day's work. Standard times are determined by how long it takes to do a specific job using standard methods and standard tools and supplies. With the standardization of an operation, there should be no significant time changes throughout the year. These times are a measuring stick. All of these times put together represent the work load of a building. It is impractical to determine the work load of a building unless one uses standard methods with standard tools and supplies.

One way to tackle the problem of work-loading a building is by using a simple floor plan. In order to work load the building, know what cleaning is to be done on a daily basis. Standard times are stated in minutes per thousand square feet. Use the floor plan of the building, determine what needs to be done on a daily basis and apply a standard rate or time of minutes per thousand square feet. It is possible to determine exactly how many people are required to keep the building clean. All standard times have built-in factors for travel and fatigue. Remember, the standard times have been established through time and motion studies. These times will vary drastically from one building to another, from one operation to another, from one school to another. Only rough estimates are at all usuable beyond a specific operation. Many trade magazines state in their advertisements standard times and rates. It is better not to rely on that specific rate, but to conduct one's own time and motion studies. Work-loading a building operation is not so complex that a concerned manager, who is willing to spend some time in establishing proper methods, use proper tools, and run time and motion studies, cannot effectively achieve good results.

The fourth component of a standard cleaning program deals with standard cleanliness levels. This component is probably the most elusive of all. Unless a person is trained in the exact scientific and precise measurement of cleanliness, it is very difficult to determine on a 100 point rating system just how clean a building is. Most managers have to rely on frequent and continuous checks of their areas and sense of cleanliness.

The fifth and last component of a cleaning program covers the area of standard supervision and control. The most important ingredient in standard supervision and control is consistency. It is certainly not enough to tell a building superintendent that an efficient and effective cleaning program is needed and expect that all will be done. Become involved to the extent that you are able to appreciate and understand the cleaning program. Be aware of methods, tools, supplies and times. Clearly indicate the cleanliness levels desired. Then provide the necessary feedback to the maintenance staff concerning impressions of the job they are doing. None of this can be done unless there is intimate involvement and an awareness of what needs to be done. It is difficult to supervise a building superintendent if he keeps his program a dark secret. One cannot determine how long a job should take or how many men it will require unless one has been instrumental in developing the program.

Effective supervision is not "snoopervision". Much resentment and bad feelings on the part of the maintenance staff is caused by the manager who only shows dissatisfaction when his personal office is not properly cleaned, or who hides cigarette butts behind urns or plants to see if the maintenance personnel are cleaning behind them. Concern must be shown on a regular and daily basis. Fair and consistent treatment of supervisors and their men will create a climate and atmosphere that will make an effective and efficient cleaning program possible.

Achieving Sufficient Yet Efficient Staffing Levels

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I. THE PURPOSE OF THE BUILDING

Self-evident axioms require underlining: union buildings are constructed to do things. They are the vehicles for a mode of informal education we call program. They usually outgrow their original intent in a narrow sense but, more often than not, they have not been used to their fullest or most imaginative capabilities. So it is with the staff and public using them as well.

For the union, purpose, direction, goals, acknowledgement of achievement, motivation toward new horizons, morale, acceptance of new concepts, all begin with the professional staff. Each campus has its own style -- through geographic location, students, faculty and sources of funding.

Frequent internal review of what the outlook of the educators in the union feel they should be doing is essential. The preparation of next year's budget and the annual report are two excellent times for a look forward. Every advantage should be taken to make these periods key opportunities to evaluate what is happening, how the building and program is viewed, and how everything being done can be improved. With or without an adequate building, staff, or budget, the union must have, first and foremost, a raison d'etre. It's up to the professionals to determine what it is and set out to achieve it.

How does the campus view your operation, service, program? What needs does it see you fulfilling? What do you do for evening, graduate, summer, part-time or other special students? Does your adjacent community figure into your outlook? Is income important? Before the staff is appointed and/or expectations set for them, the professional staff must know first what the overall purpose will be.

II. ORGANIZATIONAL CHARTS AND JOB DESCRIPTIONS

Charts and descriptions, in and of themselves, have little value unless they are meaningful and realistic, i.e., can they be achieved? Their primary usefulness lies in a sense of orientation which may come to pass in the people who design them.

Again, need and purpose are determined "at the top." As a team of management or symposium of educational philosophers, the professional staff must reach basic agreement about the union's life style. Sharing decisions and responsibilities lays the groundwork for a unified drive toward goal acheivement.

What does the director expect of the operations staff, of the program staff, from clerical and house-keeping personnel? Where do student employees fit into the scheme? Is one area really overloaded? Are there primary responsibilities not able to be reflected in box-type charts that require time and effort, as for example, student counseling and advisement, program planning and execution? What does the immediate division above the college union expect of it and to how many areas is it responsible?

A. Planning New Facilities

The fulfillment of staff expectations based on broad purposes is intimately related to the physical environment in which it is to be achieved. Planning the new facility offers a unique opportunity to bring these factors into their best alignment. Staff costs for a union represent more than half of most operating budgets. Yet the union has an erratic use demand fluctuating between pressures from numerous calendars, types of student uses, and relationships to all its publics.

Flexibility if the key to operational success and the new facility must have multi-purpose intent built into every square foot. An information desk-sundries counter backed up to a checkroom overlooking the main entrance and lounge or exhibit space (and related to the main office) can give the small union coverage by permanent staff when students and student help are gone. Recreation facilities with a centralized service desk offering good visual supervision of a number of areas is another offpeak aid. The corollary to this type of plan is being able to operate any of the above operations individually as well as collectively.

What will happen when the building opens? What services and programs will the union offer? Will it operate seven days a week, 15 to 20 hours a day, 36 or 46 or 52 weeks a year? What areas will need to be open on what hours, days, weeks? How soon is expanded operation anticipated? How will it be accomplished, and who will do it?

B. Expanding Old Facilities and Reorganization

Another useful function of sketching out an organizational chart is a confrontation of the cold facts: is it all wrong? Indecision and lack of motivation are obvious symptoms of a disease derived from not knowing what the building purposes are. Abrupt change may be more detrimental than useful except when serious redirection is anticipated. Deadwood, no matter how deeply entrenched, must be weeded out. Clear-cut, positive leadership must then be exercized and reassurances brought those who are to remain and who have served successfully. Otherwise, staff paranoia can undermine the best intended improvement.

Probably the most difficult job of all is to appraise an operation that may appear on the surface to be going smoothly and to surmise that it is dead wrong. If it is dead wrong, it can be the fault of the system or of people. As employers, professional staff owe it to their personnel to offer correction, to make their own analyses, and to attempt to effect necessary changes. Quite often reorganization may mean a shuffling of many members of the staff to achieve the proper combination. Most people require stability and want security but they also dislike monotony, made-up work and too many bosses.

Reorganization (again) starts at the top. What the boss does and how he spends his time are important to the smallest cog in the wheel. An analysis of one's own day and the division of time spent with each kind of problem can turn out to be quite revealing. What does the boss expect of himself? Is it too much, and does he transmit that feeling to his staff? Or is he mired in detail they can expedite for him?

III. EDUCATING YOUR SUPPORT -- UP AND DOWN

Three years ago national concern for ecology was minimal and excitement regarding disposable ware in union food operations was high. Things have changed rather dramatically and many operators are engaged in an ongoing dialogue educating vendors and manufacturers about the need and dead seriousness of the problem. Disposables which are inexpensively biodegradable seem to offer a solution. In the interim, we buy time in search of the answer and hope to avoid buying dishes which would put us in the detergent/pollution soup.

Developing skills for the recurrent task of educating those who know us one way to accepting us in a new light is of prime importance when we want to demonstrate a crying and immediate need. Through the traditionally established means of communication, groundwork must be laid. If cost is a principal concern, some conjecture as to the amounts needed (and your proposed solution for a source of funds) should also be a part of the preliminary conversations.

Defining your purposes and job requirements, selling the need and preparing the budget all precede the actual contact and selection of staff. They are important prerequisites to the proper complement of sufficient and efficient staff.

IV. SALARIES

A. Charity Begins At Home

The only sound premise for an administrator regarding salaries is that union staff deserve the best regardless of what criteria may be applied. It is rare that the responsibilities of those in college unions will not equal or exceed any on campus. The working hours are usually longer, more demanding and critical. And the academic year for the union extends far beyond any other college or university division.

While many of us have been locked into preconceived job titles and rigorous codes of uniformity, the union and its staff must constantly seek either separate or higher rating evaluation that will come close to covering the responsibilities of the various roles in our units. It is erroneous to permit parallels of your work (and that of your staff) if there is only one college union on campus. This applies equally as well to housekeeping, maintenance staff, and to clerical and student assistants. Again, the length of the work day, the traffic the operation handles, the erratic and often volatile nature of being close to student life offer a unique responsibility.

B. ACU-I Standards: Yours, Theirs and Ours

The latest issue of Standards for Professional Staff Preparation and Compensation in College Union Work has been updated and revised. It suffers, however, as do most "price lists," from being outmoded between the period of data collection and publication.

The ACU-I has undertaken a very difficult job in attempting to categorize and draw uniform parallels of job responsibilities from campus to campus. With diverse backgrounds and compounded job duties (not the least of which is the differences in two and four year colleges or urban and college town environments), it causes a great deal of frustration. Our profession should agree on some uniformity in work concepts and job descriptions. At the same time, we should press our peers at other campuses to upgrade, elevate and increase their stature and understanding of the scope of college union work. Otherwise, compensation becomes a standard based on the lowest common denominator. The same, of course, applies to titles. Is the position which is open really that of director, associate director, assistant director, program director, program advisor, assistant to the director, or what?

V. SELECTION AND SUPPORT OF STAFF

One thing should stand out about any position in a college union building -- it should be more enjoyable than any other like it on campus. This should give you a decided advantage in hiring. If such is not the case in your union then a quick check of your introspective mirror should tell the tale. Are you too overworked, understaffed? Is delegation poor at any point? Do supervisors really permit those under them to do their own jobs?

The atmosphere for informal education should be warm, friendly, perhaps even casual -- as long as it doesn't venture on permissive. Can the general student users identify or feel comfortable in talking to your staff -- no matter at what level? Does your staff command respect without carrying a whip? Loyalty and esprit d'corps should be high and are usually generated by strong support. Giving your staff a break doesn't mean doing their work for them. It does mean motivating them toward greater efficiency and, hopefully, more work.

There is an important question in administration which relates to the way one views each position to be filled: How long do you expect to keep someone? For professional level appointments it should be understood that a minimum of two years is anticipated to accomplish any kind of job. (It usually takes one year to get to know the campus while absorbing the duties of the union.)

At the clerical level, housewives whose children are in school can lend an aura of stability to the operation because they tend to stay longer than younger, single girls.

Maintenance assignments may be difficult to stabilize between people who want second jobs and those who want a primary source of income. Good maintenance people can be a life line when the pressure of heavy use begins.

Student assistants should be utilized as much as possible in keeping with the philosophy of a student-oriented building. Depending on the student body, the pay rate, and the willingness to involve students to a large extent, students can assist you in ways never thought of.

VI. SHRINKING SALARY BUDGETS

Compensation has many forms beyond the standard measure of dollars earned. Compensation may include tuition waiver, vacation, sick days, personal leave, etc. All of these benefits should be explored to the fullest.

An operation which depends on pressure alone to obtain maximum efficiency will soon discover its weakest seam. Hence, concern for the morale of the staff is the least expensive investment. Appreciation and recognition are also important for every strata of staff.

Careful review of staff positions (and their need through the entire year) may permit cut-backs in working time at periods when building usage is low and certain staff would rather not work. An annual appointment can be made to specifications in such cases.

Sources of income (re-charges) to offset function-related expenses should be continuously reviewed. Where a union fee is charged, such re-charges are particularly relevant if the group sponsoring the event charges admission, asks for donations, requires special tuition, or in any way restricts the general use of areas by students who have already paid fees.

In a tight money market, the union can press for the best of two worlds: income producing areas and a relatively independent operation. As long as our basic criteria for funds is educational, the superstructure of our bureaucracy (president, trustees, department of higher education, etc.) can give their blessing to the union's efforts. The rest is up to us.

Getting The Union Building Project Under Way

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Introduction

From time to time the Association office, and some of us individually, receive letters like this one:

> "In planning for our new union, we need answers to the following questions:
> "How much would it cost the University? The students?"
> "Is it necessary to raise additional funds, and if so, from what source?"
> "How is it run? How is it related to student government?"
> "What are its functions and its assets?"
> "What are the disadvantages?"
> "Approximately what salary would it be necessary to pay a director for a school of 3500 students?"
> "What are the building plans like? For what are the various rooms used?"
> "To what extent is there student participation? Faculty? Alumni?"
> "How are concessions managed?"
> "What schools near us have unions? We want to visit some, to get ideas."
> "About how long does it take to put the union idea over?"
> "What is the proper approach to putting it over?"
> "We will have more questions later."

Letters like these are what prompted the Association, almost 25 years ago, to start publishing union planning information. But the questions still persist, and the answers change somewhat -- which is the reason, I suppose, we have sessions together like this one.

We can't handle all the questions; but we can try, at least, to deal with how to get a union project under way.

It used to be pretty tough to get a college administration, the faculty, the planning office, or even, sometimes, students interested in a union building. Now one appears almost automatically in the campus development plan. Almost every college and university -- large or small, urban or non-urban -- now feels a union is necessary. The question mainly is "When will we build it, and where do we get the money?"

But too often, I fear, the administration wants a union for the wrong, or partly wrong, reasons. Either the president has seen "one of those" and wants one, to keep pace in the race: or the campus planner or dean of students reminds everybody there has to be a place to eat; or everybody agrees there's an acute need for a new bookstore, or a place for students, especially commuters, to be somewhere between classes.

So the problem is now not so much one of selling the idea of having a new building as selling the idea of what a union might be.

No one can take too great exception, of course, to the suggestion that students, like everyone else, need to eat, that they have to buy books, and that they ought to have a place to get in out of the rain. And if this sells a union project, fine.

But before the college freezes on the concept of a union as a combination snack bar-cafeteria-bookstore, plus a few meeting rooms and offices, someone on the campus -- and usually it's the dean of students, business manager, director of development, or a group of student leaders -- ought to assemble a docket of information on unions (there's lots of it, available from the central office of this Association) and go to the president, place on his desk, say, the little pamphlet called "College Unions -- Fifty Facts" and the Association manual on "Planning and Operating College Union Buildings," which dwells considerably on union purpose and planning approaches, and say: "To get this ball rolling in the best way, won't you appoint a planning committee to study out all our out-of-class needs and make recommendations?"

The president may think of this himself; a number have. But all too often the whole matter has been left in the hands of the business office; or an architect who has never seen a union is commanded to produce a preliminary scheme next month; or the planning or budget office devises some formula that defines what the building is going to be. And this doesn't mean the job will be done well.

So, the first key step in planning -- whether a new building or an addition -- is the appointment of an official "Union Planning Committee."

The Planning Committee

(a) Functions: to organize a survey of needs for a union, analyze results, make facility, policy, and site recommendations to the president and trustees, and generally to serve as the clearing house and official agency in all planning.

(b) Appointment, if possible, should carry the approval of the trustees, so that the trustees become a partner in the enterprise from the beginning, and so the committee is fully recognized as the official channel of communication and recommendation, clothed with genuine authority to act.

(c) Include key student, faculty, staff, and possibly alumni leaders on the committee -- those in leadership positions in their own organizations or officially concerned with student welfare; those who may have a role in operating facilities; also some who have no vested interest in the building but who are known simply to have an understanding interest in student life. Sometimes advisable also to include an interested trustee. A faculty member is usually chairman.

As to size, there are two typical patterns:

(1) A single committee of 12 to 15 (the most common form of organization).

(2) An operating or executive committee of 5 to 7 plus an advisory committee of 20 to 30 representing all major groups which may be concerned with the union development.

(d) Make provision for an executive secretary or project administrator -- usually a paid staff member, often a person who will have a key union responsibility in the future (the union director himself if the project is an addition to an existing union) -- with time to serve as administrator of the survey; to act as liaison with architect, consultants, and administration; and to give the development of the project in all its phases continuous attention. Union buildings do not happen as a result of committee meetings. They require a great deal of hard week-to-week administrative work. The staff memeber appointed should be free to devote about one-fourth to one-third of his time to preliminary planning. And when the project goes into the working drawing stage, one-half or more of his time.

(e) This is the time, also, to call in a consultant -- someone who has been in the middle of union planning and operations for a number of years and knows how to help -- so that the committee has an informed person to turn to in testing out its ideas, in learning the realities of day-to-day union operation, and in shaping up a course of action.

(You know the definition of a consultant: "A well-paid expert brought in at the last minute to share the blame." If colleges would call in a consultant soon enough, thee just might not be as much blame.)

The first task of the committee, I would suggest, is to familiarize itself rather fully with the historic progress and the present potentials of a union. The background readings are not hard to come by. For years this Association has been cranking out conference papers, monographs, and books designed to aid colleges in their union planning. The books and monographs are listed in the Association's "Publications List." Especially useful: Frank Noffke's 1965 monograph, *Planning for a College Union*. Innumberable special papers on purpose and planning can be found in the Association's *Annotated Bibliography*.

With background reading under its belt, the second task, I happen to believe, is to arrive at a controlling statement of purpose for the new building, or addition, so that all may have a common reference point, so that facilities may be chosen with full awareness of a total goal in view, and so that the basic functions of the building are understood by all -- including by the administration, trustees, and student body. For if the fundamental guiding purposes of the building can be agreed upon, many corollary decisions regarding what facilities to include, site selection, and other campus planning will more readily fall in place. Also, the architect is usually greatly helped in designing facilities and setting the tone of the building if he has confirmation of the overall goals of the project. If the committee, for example, accepts the concept of a union as the campus community center "for student, faculty, administration, alumni, and guests," as set forth in the Association's statement of purpose, this opens the door to consideration of facilities especially useful to faculty and visiting conference groups, even a conference center wing. And it implies, right off, that the building will not be called a "Student Union" or "Student Center." If the committee accepts the premise of the Association that the union is not just a building, but represents a "well-considered plan for the community life of the college," then it will not be inhibited in considering facilities which readily bring the members of the community together -- like theaters and auditoriums; or facilities which enrich community life -- like art galleries; or facilities which facilitate recreation programs outside the building -- like mini-unions on the other side of a large campus or in a married student housing complex, or an outing equipment rental service, even an outing lodge at a nearby lake. If it agrees the union should be "part of the educational program," it will make a special effort to see that the union is more than a collection of miscellaneous service facilities and a place to get together. It will go beyond this and talk seriously about offices for program counselors, a library, music lounge, craft shop, and, again, theater and art gallery.

Basic to all planning throughout, therefore, is the answer to this fundamental question: "Should the new or expanded union, in principle, be conceived as a general community center to meet rather fully the institution's out-of-class needs, present and future, or as a facility designed mainly to take care of the more pressing immediate service needs (i.e., expanded bookstore and food services; more meeting rooms) -- essentially a supplement to cultural, social, and service facilities in other buildings?"

The answer most other colleges, here and abroad, have arrived at after careful study has been to design the union as the major focal center of campus life and activity outside the classroom. Every Australian union is of this kind, as are the newer British unions and the unions in Canada. And, of course -- to date at least -- the union as the campus community center is the basic concept in the U.S., borne of the belief that providing a general common meeting ground is the way you get the maximum interaction among the otherwise insular segments of the campus population and gain some semblance of unity (the reason for the name "union"), and the belief that in coming for one activity to a union which embraces the arts and social recreation as well as services, students will be exposed to (and perhaps inspired by) another activity.

The reasons underlying the community center concept, of course, are not only philosophic; they are also economic. It is far less expensive to provide one major center than several smaller ones -- in construction cost, and in operating cost -- and it is far more effective (and feasible) to have one supervising staff.

Now I am aware, as you probably are, that some are questioning this centralization of community services and programs. A widely published report from Wayne State University, Detroit, for example, says: "The Wayne plan rejects the notion of a single architectural utopia... The classic union building -- a monolithic structure that is intended to be all things to all students -- is no solution." And then the report goes on to advocate a series of "outposts" in scattered locations, small gathering places along campus or nearby commercial streets, and classroom building lounges or "hangouts" -- where students can rest between or after classes, get light snacks, study, play a game of table tennis, and wait for the bus.

I draw special attention to all this because, the way Wayne State puts it, you don't need a union at all -- and that would seem to raise a rather fundamental question for a seminar on planning a union.

It seems to me somebody at Wayne State hasn't heard what a union is. They're talking about washrooms, hamburgers, places to study, and bus stops. I have no quarrel with dispersing these; of course you don't put all the campus washrooms, vending machines, study tables, and bus stations in the union. You install them where people are; you make conveniences convenient. But you still haven't come anywhere near doing what a union does, or can do.

What about students who want more than a snack day after day? What about group gatherings, large and small, that need catered food service? What about rooms for meetings everybody can readily find? What about the large assembly places every campus needs -- social-banquet hall, auditorium? What about student interaction with the faculty? Special provisions for faculty and conference groups? What about a well-conceived social-cultural-recreation program, and a place for program staff and student committees to operate? What about a central place where students can find each other, broaden their acquaintanceships, meet the other girls they might marry? What about the union as a "unifying force," enlarging the student's sense of belonging to something more than a street outpost or classroom lounge?

As always, in a case like this, it helps to know what students themselves want. At one large university of 15,000 students, mostly commuters as at Wayne, for years there have been 7 snack bars, numerous classroom "common rooms" or lounges, a handsome club building for graduate students, and an old vestigial union. In a survey of needs 1564 students were asked what campus facility they would "use the most" at various times of the day -- an existing nearby classroom lounge, an existing nearby snack bar, or a new central union? Except for the period between classes, when time is limited and distances are important, two-thirds of all stduents, including a majority of the graduate students, said they would use the new central union the most. This is not too surprising; on almost every campus, of whatever kind, students stress as their number one need "a central place to get together."

And what about the cost of multiple small units? In a recent issue of the Association Bulletin you'll find a story about the University of North Carolina, which has numerous snack bars spread around the cqmpus, including one at the union, in which the vice chancellor acknowledges that these numerous snack bars constitute one of the main reasons for spectacular deficits in the campus food service operations.

The Wayne State report proposes its "outposts" be about 3000 sq. ft., to accomodate some 85 students. That's 35 sq. ft. per student. 85 students can't do very much in 3000 sq. ft. except sit in the same room together. In an ample central union the space provision would be about half of 35 sq. ft. per student, ergo, half the cost per student; and the student would have at his elbow all the wide-ranging services, recreation, arts facilities, and meeting and dining options a general community center offers.

So -- there is good reason for a planning committee not to theorize all by itself, or put aside too hastily the accumulated experience of many years and many places in arranging for the out-of-class needs of a campus population, or overlook what its own students say they need and want.

This brings us to the survey of local needs. A careful survey is an indispensable part of sound planning. (Takes time, but saves time and money and mistakes in the long run.)

Survey of Needs

There are at least three main components of a good survey: 1) identifying, once the committee has formulated its controlling statement of purpose, the special local factors affecting planning and requiring policy determination; 2) gathering all possible factual data bearing upon physical planning; and 3) going to students and faculty to get their statements of individual needs and wants.

First, with regard to individual needs:

It is far from easy to determine, without error, what facilities should be included in a new union or addition and at what size. But attempting to do so is at least as important as it is difficult. For the answers which are finally embodied in the architectural plans will be frozen in steel and concrete. Errors are expensive and not easy to rectify.

Students and student organizations themselves are a source of information of key importance. Their needs, wants, opinions, and habits should be studied intently and revealed as clearly as possible or you may have a white, or partly white, elephant on your hands.

Although students, like the rest of us, are admittedly less than perfect in their ability to express their needs, there is nevertheless no better source for this information. A planning committee cannot speak adequately for a whole student body. Student and faculty leaders often have quite a different idea and preference than the average student.

Even though the answers students give may not surprise anyone familiar with the local situation over a period of years (though often they do), the college is greatly aided in determining how much emphasis to give which facilities. And the public relations benefit of going to students for their assistance in determining what should be in the union is of great value. It notifies students that action is under way; it arouses new interest and support for the project; helps pave the way for student understanding of union potentialities and acceptance of a union fee; and helps avoid student criticism of how the union is planned.

A good needs survey helps everyone in determining more closely the nature, size, and cost of the project; and this enables the architect to proceed more rapidly and surely, and makes the whole project tangible and realistic for the administration, trustees, and prospective donors or financing agencies. Moreover, I know of no better way to resolve conflicts of opinion or deadlocks over whether or not to include certain facilities than to produce the evidence of what a large majority of students and faculty will, or will not, support.

How do you go about conducting this part of the survey?

If you are unsure, this is the time to call in again -- as consultant -- a union director who has been through the mill and knows what the pitfalls are.

There are pitfalls -- like asking a student to rate 20 or 30 facilities 1, 2, 3 in order of importance. How can anyone decide that a checkroom is exactly 14th and billiards 15th? Or, like asking a student to say only what three facilities are most important and what three least important, revealing nothing about all those facilities in between? And certainly I don't think you want to go the route one well-known firm of "educational consultants" goes -- asking one individual or group merely to check a list of possible functions -- "formal dances," "between-meal snacks," "fraternity meetings," "bowling," etc., etc. -- and then put down the number of sq. ft. of floor area "required" for "ballroom," "bedrooms," "bowling alley," "coatcheck room," etc. -- to "guide the architect in his work." A kind of grocery list you make up just before you go to market. Except that in the case of a grocery list you can put down four cans of tomatoes and know you're about right for your family for the next two weeks; whereas very few people have the slightest idea what number of sq. ft. to put down for 8 bowling lanes or 12, or whether they ought to have 8, or 12, or any, in the first place.

All these kinds of approaches ask the person checking the list, in effect, to plan the building for everybody -- and he's not a planner. You don't learn anything about what he as an individual needs and will use, which is what you most need to know.

What I think you want to do is go to a representative, fully random sample of the campus population and ask each person not what he thinks is a good idea -- maybe for somebody else -- but what he personally has a need for and will use, and how often. And be sure to let him say he isn't interested in a given different result -- and you can run it all through a punch card machine and get a composite picture of positive support, or negative, and about how many people are potential users of each facility.

What facilities to ask about? Your committee and consultant will know once you've developed your controlling concept and learned the answers to certain policy questions you will have already raised with the administration. The facilities to be especially cautious about are listed in the Association manual on Planning. There are perhaps a hundred kinds of facilities to be found in all unions taken together. But there's not much point in asking a student to react to a facility that doesn't fit your union purpose, or, from the standpoint of college policy or budget or site limitations, is clearly not possible of attainment -- such as a beer bar or a swimming pool. This just adds up to extra tabulation work and falsely aroused hopes.

Some facilities, however, I wouldn't overlook. There are about 30 facilities known to be the ones most generally wanted by students, as shown by surveys among some 35,000 students conducted at 37 institutions of all kinds and sizes in the same way over a period of almost two decades. The following table lists these facilities in ranked order according to positive support accorded by students; and the outcome in the 1960's is compared with the outcome in the '50's to illustrate shifts of student interest, if any. This is not to suggest that these are the facilities to include in your building, or addition; it is only to say: "Here are facilities, among others, probably worth asking your students about in a survey."

THE 30 UNION FACILITIES MOST WANTED BY STUDENTS AT

COLLEGES AND UNIVERSITIES OF ALL KINDS AND SIZES

(Based upon a 10-15% random sampling of full time day students)

	In 1962-70		In 1952-62		Change in weighted scores from 1950's to 1960's
	(Surveys at 11 institutions involving 13,529 students)		(Surveys at 26 institutions involving 21,136		
Facility	Rank (according to composite weighted score)	Weighted Score* (100 if all students regarded facility essential)	Rank (according to composite weighted score)	Weighted Score* (100 if all students regarded facility essential)	
Snack Bar	1	83.8	1	86.5	-2.7 points
Bookstore	2	81,7	2	77.5	+4.2
General Lounge	3	73.3	3	77.1	-3.8
Coffee House	4	71.8	(not included in surveys)		---
Parking near Union	5	71.4	8	64.1	+8.3
Cafeteria	6	70.1	6	67.5	+2.6
Ballroom	7	66.9	4	74.0	-7.1
Theater	8	66.7	5	67.8	-1.1
Information Desk	9	66.5	7	64.8	+1.7
Patio (outdoor lounging, dining)	10	59.5	14	58.5	+1.0
Small Auditorium	11	58.4	10	60.8	-2.4
Browsing Library	12	57.0	12	59.3	-2.3

Meeting Rooms	13	56.2	13	58.6	-2.4
Party Room	14	54.6	15	58.4	-3.8
Person-to-Person Communication Area (message center, interviewing,selling)	15	53.9	(not included in surveys)		---
Music Lounge	16	53.4	11	60.4	-7.0
Television Area	17	49.8	16	54.8	-5.0
Bowling	18	48.1	9	61.0	-12.9
Art Gallery	19	46.9	24	41.1	+5.8
Billiards	20	42.8	22	42.9	-0.1
Outing Quarters	21	42.2	26	37.3	+4.9
Post Office	22	41.7	18	49.2	-7.5
Table Tennis	23	41.1	17	54.1	-13.0
Checkroom	24	39.2	23	41.4	-2.2
Kitchenette (self-prepared refreshments)	25	39.1	20	45.2	-6.1
Priv.Cafe.Dining (tray service)	26	38.4	21	44.4	-6.0
Cards, Chess	27	38.3	19	46.0	-7.7
Quiet Room (with cots, for rest)	28	32.4	28	31.9	+0.5
Individual Lockers	29	31.2	30	28.2	+3.0
Private Dining (Waiter service)	30	30.9	25	37.7	-6.8
Barber Shop	31	28.6	27	32.5	-3.9
Craft Shop	32	25.5	29	31.3	-5.8

What facilities students want in a union, and what actually gets built, can be two different things.

The next table shows what facilities, in the latest nation-wide survey conducted by the ACU-I (in 1963), appeared in more than 50% of existing unions at institutions large and small, public and private, liberal arts and professional, urban and non-urban, taken together. There may well have been substantial changes, of course, since 1963.

THE MOST COMMONLY ADOPTED UNION FACILITIES

Facility	% of Existing Unions (in 1963) Providing Facility
Offices for Student Organizations	95%
Committee Rooms	91
Snack Bar	89
Information Desk	87
Cafeteria	84
Television Area	83
General Lounge	82
Table Tennis	82
Meeting Rooms	79
Billiards	79
Ballroom	72
Music Listening Room	70
Coat Room	67
Parking Adjacent to Union	61
Poster Making Room	59
Bookstore	59
Card-playing Area	57
Private Dining Rooms	56
Ticket Selling Office	52
Art Display Area	50

As you can see, there are some interesting differences in these two facility listings and in the priorities that seem to emerge. And one can wonder about them. But at least it is useful to know what facilities actually have been most commonly adopted, such a listing providing another kind of partial consensus that can serve as a reference point.

Now what you need on your campus, and what the response of your students may turn out to be, could be considerably at variance with what you find in either of these tabulations. But that's what you want to find out.

There are, of course, other ways of developing the picture of what students want of a union building. Personal interviews, for example -- including the approach by a Los Angeles architectural firm (funded by a grant from the Educational Facilities Laboratories) in which a series of interviews with statistically selected samples of all groups of students focused on the goals of the individual and the strains he encounters in accomplishing these goals, plus observation of actual behavior patterns, using social-psychological measurements to determine how the new building might make it easier for him to achieve his goals. But this can be time-consuming and costly. Most institutions have administered their surveys by handing out questionnaires simultaneously in selected large classes which cover a representative cross section of the student body, aiming to obtain a response from at least 10-15% of the student population. Involving more than 15% would be deliberately for public relations and promotional purposes, recognizing that extra work is involved in tallying extra responses that are not likely to be materially different from the results of a good 10-15% sampling.

It is desirable to obtain the services of a faculty member who is experienced in statistical method, to assist in setting up the whole procedure, selecting classes that cover a representative cross section of liberal arts and professional courses, men and women, all classes (freshmen through graduate students), etc. I would suggest the survey not be preceded by newspaper or other discussion of possible facilities since it is the spontaneous, unconditioned response of the student that is wanted.

While a needs survey of this kind can be a primary factor in arriving at a recommended list of facilities, aid in sizing facilities, and settle many doubts, it is not the only basis for decision. There are important qualifying considerations to be kept in mind.

Where students are confronted by suggested facilities with which they have had as yet little or no personal experience, many are likely to register indifference. Surveys commonly show that students want most what they have already used on the campus and found inadequate (i.e., bookstore, snack bar, parking), or what they already have had some familiarity with elsewhere. On the other hand, some say "yes" to a listed facility simply because it sounds all right. It is here one needs to draw upon the experience of other generally comparable campuses where the facilities in question have been tried, adopting the definite successes and discarding the failures.

In general, young people are likely to be optimistic in their support of union-type facilities, and despite the instructions in the questionnaire both students and faculty are inclined in some cases to check facilities they believe would be "good for someone else." But they do this for almost all types of facilities, so that while the personal need for facilities may be overstated, the relationship of facilities to each other in the rankings remain significant and affords a basis for determining broadly where to place the emphasis in planning.

Another basic source of information required in developing a proposed facility list is the fund of technical and administrative facts which inevitably clothe any such project as this. Questions of enrollment growth, financing, site conditions, long range campus development plan, college policy, what organizations will use the building and how, what the social and cultural programs in the building will be, and who shall do what, must all be taken in account. (A rather full discussion of these factors can be found in Noffke's *Planning for a College Union*.) So you go to the people who may know the answers and learn all you can.

Lastly, while the building program itself will spring from the needs and desires of the people of the campus community who will be the users of the facilities, the supervisory and administrative problems are of almost equal importance. A multiple-purpose community building must mean many things to many people at the same time; the staff will face a continual stream of operational problems including scheduling of facilities, distribution of supplies, supervision of activities, special services to groups of users, direction of personnel, housekeeping, etc.

Good union design must, therefore, not only provide the right facilities, but also place them on the right floor and arrange them in relation to one another so that operationally the building functions with maximum convenience and effectiveness.

The necessity for coordinating these sources of information and integrating the evidences from each is perhaps obvious. Sometimes minimized or overlooked, however, is the importance of students understanding the reasons for any departures from the pattern of their express desires or hopes which the planning committee may find it essential to impose. The only effective way to accomplish this is to include student participation at all planning stages, and to keep the student body fully informed, step by step, of the planning as it proceeds. Not only do students need a new union; they need also to know that it is theirs, and that it is a direct reflection of their needs and wants. And it is important that the trustees and any others who may have a responsibility for funding and approving the project be kept fully informed as planning progresses so that they, in turn, can keep the planning committee advised of any probable financial or other limitations which may govern the scope of the planning. Or you may find you've done much of your work in vain.

Preparation of the Building Program

Out of the stated individual preferences of the future users of the building, out of a fact survey of the needs of the organizations which are to meet, dine, dance, or use office space, and out of the policy decisions as to how the building is to serve the campus should develop the building program. It should be a carefully worked out, descriptive document, which may run anywhere from 100 to 200 pages.

A facility list by itself is not enough. How often we see "building programs" which, like the grocery list of the consulting firm, sets forth a column of items reading "snack bar (with atmosphere), bookstore (much larger than at present), 4 or 5 meeting rooms (various sizes), ballroom (to be used also for banquets), several student offices," etc., etc. These may indeed be the facilities you want to build. But the administration and trustees will rightly want to be sure there is convincing justification of need. The architect will need to know much about size, capacity, the function of each facility, and how facilities should relate to each other before he can start work. You need a building program which interprets the findings of the survey, sets forth "minimum" and "preferred" areas, the functions and technical requirements of each facility, possibilities of multiple-use, desirable facility relationships, and the operating policies in view. As Gyo Obata, St. Louis architect, said in a seminar on campus planning, "The best way to make up a building program is to describe all the ways the building will be used."

This becomes a basic reference document, to be reviewed, refined, and ultimately approved by the planning committee, administration, and trustees. Such a building program is virtually indispensable to the architect in setting the basic scheme, making cost estimates, and proceeding with detailed planning without extensive research of his own and without great uncertainty and delay.

The importance of getting official approval of the building program can not be over-emphasized. This step of having the administration and trustees take explicit action to approve the scope and nature of the project (by approving the program) before drawings start is absolutely vital, or there will be no firm ground on which to base further planning. Changes may be proposed frequently by changing college personnel, or the whole concept of the project remain in doubt, seriously delaying progress all along the line. Too many architects have stacks of discarded preliminary drawings, because somebody changed his mind -- not about the drawings but about the program. This is very frustrating, and very costly. At some point, as Obata says, "The Program should be reduced to writing and solemnly agreed upon by all concerned."

I haven't said anything about visiting other college unions to get ideas. There is value, of course, as our Association manual says, in learning what other unions are like and what facilities and programs seem to be popular and profitable -- value, that is, in gaining a useful frame of reference. Just try to be sure the observations and information accruing from such visits are intelligently sifted and applied to the local circumstances. All too often these visits result in copying mistakes which were in turn copied from someone else's mistakes. Or the committee freezes on a facility that looks good, and may indeed be quite good for the campus visited, but really isn't at all right for the home campus. Or the host who tours you through the building doesn't tell you fully, or doesn't have time to tell you, what's wrong. Or, as so often is necessary, the committee visits only unions relatively nearby and misses completely the buildings which could offer promising answers.

So visitations are something, like examining other union blueprints, to approach with caution. The director of planning at Brigham Young University advises that the architect and members of the committee visit other campuses after a tentative building program has been drafted, so they know what they're looking for. The trip thus becomes more meaningful.

The Project Budget; Financing

Now, how about a building budget and financing? The planning committee will do well to find out early whether it has to start with a dollar sum the college thinks it can handle and work backwards to see what can be built within that figure, or whether the building budget, within reason, can grow out of demonstrated needs.

The latter approach, of course, is far the best. If you can possibly do it, avoid establishing a dollar budget, and hence the scope of the project, too early. Time after time, at the beginning, someone pulls a figure out of a hat and tells the trustees; or a state planning office sets a budget based upon some mysterious formula of its own; or a legislature authorizes borrowing at a given dollar sum -- and that's it.

Then the planning committee goes to work, finds out what a union really ought to be, wants badly to include a small theater, an art gallery, or enough meeting rooms to make the union function as a conference center -- but it's too late. The already-approved budget isn't big enough.

Sometimes the original figure is fairly adequate, but then in the three or four years it takes to put the project out for bids inflation does its work, interest rates go up, and the college finds it can build only three-quarters of the space it thought it could. Or the college decides it wants to put a 20,000 sq. ft. bookstore in the union after all, or enrollment unexpectedly shoots up requiring food services twice as large -- and all, or most, of the cultural and recreational facilities go out the window. So -- keep the building budget open until the needs surveys have been made and program written, if you possibly can. Whether all the facilities that are wanted can be, or should be, built at the outset is another matter.

Union building development, more often than not, is a development in stages -- mainly because of initial fund limiations, though sometimes because of doubt concerning the size or need for one or more units until other college developments take place, or because it is uneconomical to operate a plant designed for, say, a future enrollment of 8000 students during the interim when there are only 5000 students.

Obviously, when several units of a project can be constructed at one time, there are substantial savings in cost, as compared to building the same units in stages. And if the needs are clear and the initial funds sufficient, this is sometimes the wisest course. Such construction savings may, however, be largely offset by the greater expense of amortizing and maintaining the larger plant until enrollment expands and the building is more fully supported by more fees and by the income generated by increased use).

By and large, construction in stages has seemed the more practical course, providing the initial facilities are located so they can be well integrated with future units and are themselves of sufficient size so that they won't be overcrowded and require expansion two or three years after the building opens.

The important thing is to broadly anticipate (at the outset) the basic kinds of facilities and areas which will be needed to give the college a complete center -- ultimately, if not immediately -- so that a plan can be drawn initially which will allow for the proper siting of the first units and for orderly growth as the institution grows. Sometimes this is done by designing for a complex of somewhat separated buildings interconnected by breezeways, or by designing explicitly for wing extensions (or upper floors) of the initial structure. In either case the future circulation between units needs to be carefully anticipated so that the total of the present and future facilities functions as one integrated center -- for maximum convenience to users, savings in administrative overhead, housekeeping, utility services, and avoidance of the costs of duplicating such supporting auxiliaries as delivery roads and docks, major entry facilities, administrative offices, etc. Even though funds become available for what is presumed to be a complete center, I would recommend that possibilities of expansion be considered basic. No one has the last word on what the college may want the union to be and do 20 years from now, or even 10.

An important lesson from the universal experience of existing unions is that these centers need to grow to meet unanticipated uses and demands. A building design is not right that is final and cannot readily be added to later. Most unions have had to build at least one addition -- some as many as six; some buildings are now twice to five times as large as when they opened.

Now it is easy to say this, and everybody seems to agree with it. But when it comes right down to reality, the campus planners frequently just don't allow enough site area for expansion, or the architect turns in a scheme _he_ wants which is as tight in design as a basketball, one that can't be added to at any point around the perimeter. It happens time after time. In some cases, after only three or four years, a college has had to abandon the original building and start over in a new location. What this suggests is that when the architect submits his schemes, somebody has to be tough and insist upon a scheme that shows where and how the building can be expanded.

As to financing, where _do_ you get the money to build a union? I think most of you know the answers, or your college business managers do: a) direct federal housing loan at 3%, or interest subsidy covering the difference between 3% and what the college has to pay in the commercial money market (_if_ you can get on the list in time and get approved); b) revenue bond issue, especially for state and municipal tax exempt institutions, with the interest rates now running 4 1/2 to 5 1/2 %; large single gifts (still in the picture); state or municipal appropriations (sometimes); general subscription campaigns among alumni, faculty, and friends (still harder to come by); in the case especially of additions, surpluses from union and/or bookstore operations; accumulations of union student fees assessed before construction starts (sometimes for as long as 20-30 years); and, in a few cases, the sale to the university or state of an old union built by gifts or student fees.

How do you construct the building budget -- project the dollar sum you need?

This is a toughy -- because local costs vary so widely and change so rapidly. You start, of course, with the best estimates you can get for local costs per sq.ft. of construction of the union kind, and then apply this unit cost to the number of gross sq. ft. you hope to build. (I've seen cases where the planning committee applied the unit cost to its own areas of net, assignable sq. ft., forgetting the architect adds 45-50% of net area for walls, circulation, utility rooms, and other non-assignable areas -- and, hence, was short more than 30% from the beginning.)

Then you add to this basic cost of "construction only" a percentage of such cost for architect's fees (usually 6%, sometimes 5% in the south, and sometimes 7% or 8% where high AIA fee schedules prevail, or special engineering, acoustical, or food and/or bookstore consultant fees are to be included); and a percentage for furniture and equipment (which may run 20-50% of construction cost; depending on the extent and quality of the food service equipment -- which can be a very big item).

Most budget-makers remember to include these costs. But they often forget to allow for interest during construction, bond counsel, and other administrative costs, which may run 4 to 5% of construction cost; site development and landscaping which, depending on local policy as to who pays for what, may add up to 1 or 1 1/2% of construction cost; and forget even the usual contingency of 5% which most architects recommend. And particularly they forget to take into account the escalation in construction costs -- which these days can be the most serious oversight of all. Some architects report that building costs right now are still increasing at the rate of about 1% a month, or 10-12% a year, and that the rise is likely to continue at the rate of 1/2% per month after July, '71.

Let's backtrack a moment to cover what union construction costs have actually turned out to be this past year or so. You pick a cost figure per sq. ft. between $22 and $50, construction only, and somebody has probably built at that figure.

Adams State College in Colorado built at $22 per sq. ft.; Towson State at Baltimore at $25.24; the University of Wisconsin at $27.30; Wagner College, New York City, at $35; State University College, Plattsburgh, New York $34; Kent State, Ohio, $45.

Geographical locations and local labor markets don't wholly account for the differences. As secretary Berry reported in one of his newsletters, two California unions were recently bid at about the same time, on at $25 per sq. ft. and another, 200 miles away, at $51. So the design, quality of materials, bidding competition, or lack of it, and all sorts of peculiar local circumstances make a difference.

One of the measures more and more planners are taking, to be as sure as they can be, is to ask a professional estimator to take the building program, outline specifications, and preliminary sketches (if possible) and do a quantity take-off estimate. This helps.

If you haven't any specifications or drawings, a more generalized guideline which you might find useful would be to start with the basic unit cost the U.S. Department of Housing currently considers it fair to allow in support of a union loan -- $36 per gross sq. ft. (which includes construction, fees, site work and interest during construction, but not furnishings and moveable equipment). With fees, site work, and interest during construction amounting to about 10% of construction cost, this means the federal department figures about $32.72 represents a fair, average allowance for construction only. Then adjust this unit cost according to the department's "relative construction cost index" for geographic locations, which may result in adjustments upward or downward by as much as 25%. Then take a look at what this index, plus the rate of building cost escalation, may do to your building budget. For example, if you're building in Cincinnati, add 12% to HUD's basic unit cost of $32.72 for construction only. You have $36.65 per sq. ft. Then, if you aren't planning to go to bid for another year, add at least 10% more. You come out at $40.32 per sq. ft.

You can see what this does to a union budget of, say, $4 million for construction only that didn't take these factors into account. You either have to find about 20% more money, or around $800,000 more for construction only -- not to mention more for fees, interest, furnishings, etc., which would take the extra cost up to about $1 million -- or knock out about a fourth of the facilities you planned.

You see, I think, why it's vital not to get frozen with a specific dollar budget authorization too early; why it's vital to have the very best cost estimates in hand when you do ask for budget approval; and why, in this time of spectacularly increasing building costs, it's vital to shorten the planning period.

There are numbers of ways to condense the time between the original decision to plan a union and bidding the project, including a) getting the administration, somehow, to act on the Building Program when it's submitted -- not six months later -- and to agree that once approved, that's it -- and not open the door to doing the plans over because a new dean arrives; and then b) finding an architectural firm that is ready to go to work, and stay at work.

But probably more important than anything else is the recommendation any consultant or union director who has been through it all will make: get a project administrator, or union director, on the job at the outset to keep the planning wheels turning. The administration usually balks at this, because it may cost $10,000 to $15,000 of somebody's budget. But if that person can shorten the planning period by a year, which he can, and thus save 10% cost escalation on, say, a $5 million project -- or $500,000 -- this ought to seem worthwhile.

The institutions which have taken the step now wonder how they could have ever managed to get their unions built and operating without his effort. But there are many union projects which have laid on the shelf or been kicked around for four or five years, though there was a planning committee and funds were available, simply because there was no one to take charge.

I am passing up a discussion of site as it affects early planning because of time. But there's a very good article on site selection by Ernie Christensen in the April, 1970, issue of the Association Bulletin. Just two or three do's and don'ts:

Do make sure the site is big enough for the inevitable building expansion to come. There are far too many cases where union construction had to start over in a new location, or a branch union built, after a few years because the original site didn't permit growth.

Do find out at the beginning if the proposed site is on tidewater land or has hard rock three feet below the surface, or the main campus heating tunnel runs through the middle of the site -- and therefore you can't have a basement. Local idiosyncracies of these kinds can make all the difference in the world in how you plan the building -- and may even dictate another site.

Don't change the site after the building program is approved and the architect starts work. This can mean a whole new re-working of the program -- and certainly drawings -- and months of delay.

Don't let the site location become a public issue. Some union projects have been hung up for two or three years while alumni, faculty, students, and planners battled their way through a raging controversy. And you know what that can cost, at a 6 to 10% building price increase per year.

HUD Financing For Union Construction

RICHARD M. ULF
Chief, College Housing Branch
H.U.D.

1. FY 1971 Funding
   a. HUD assistance under the College Housing Program
      1) Construction or project costs only (i.e. no funds for operating or furniture).
      2) Direct Federal loans at 4% for 40 years.
      3) Debt Service Grants to reduce cost of private construction loans.
   b. $300 million available in the form of private and Federal loans.
   c. Application demand is down from previous years.
   d. Applications accepted until May 1.
   e. Apply at HUD regional or area office.

2. FY 1971 Guidelines
   a. Funding priorities for low income student and black colleges
   b. Fund limitations
      1) $1,200 per full time student
         $600,000 minimum
         $4,800,000 maximum adjusted for local construction costs.
      2) $36.00 per gross square foot for college unions.
   c. Cost savings techniques encouraged, such as Turnkey.
   d. HUD recommends that applicant plan new buildings more for future student needs than for traditional patterns

Outline For A Model Grant Proposal

SALLY J. OLEON
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On this subject, like any other "how-to-do-it", it is far easier for me to give you advice on how to write a proposal than to sit down and write one myself. But let me assure you that it is an exhilarating experience to read your ideas clearly expressed on paper, to describe and sell your project to someone with available funds, and to be successful and see your dreams in action.

I will start out with a commercial on behalf of my counterpart on every campus (although his office and title may vary) whose job it is to help you write better proposals. You must consult with him (or her) before sending out any applications. He must be consulted for technical items such as the college's rates for fringe benefits, indirect costs, and cost sharing. He will also help you check out college policies on space, equipment, and travel. Finally, he will secure the appropriate college "approval" signatures that are required by sponsoring agencies. Hopefully, he will have time to help you edit the text, prepare the budget, and suggest funding sources. However, only the project directors can write the heart and soul of the proposal. My presentation is an effort to help you -- as prospective project directors -- write the basic proposal.

Before I begin, I am warning you that I will use certain "jargon". But since we will all be better grantsmen at the conclusion of this morning's panel, we should all be able to talk the language.

Writing a proposal for a grant or contract is the discipline of expressing an idea or method to accomplish a goal in a way that is clear, logical, and sensible so that another person can understand what you mean. It is easy to sit around the college union, or in an office of a sponsoring agency, and toss ideas about. It is a bit harder to write a 2-3 page letter generally describing your project with a "ballpark" budget. But a proposal that spells out exactly what is to be done and how, takes time and thought.

A proposal should be written in a way so that anyone who reads it can understand it completely without recourse to other persons, books or data. All facts and figures should be accurate. No questions or issues should be raised that are not answered. Your proposal will be reviewed critically and any decision will be based on your presentation.

The Proposal

Some funding agencies, such as the Federal government, prescribe detailed proposal application forms which must be used. It seems easier to use these forms since all you have to do is fill in the blank spaces. However, the lack of flexibility on these forms is often a handicap. Other funding agencies, such as private philanthropic foundations, prescribe no form whatever thus permitting complete flexibility. In these cases, though, you can never be quite sure whether you have included everything that may be required or relevant.

In every case, whether or not prescribed, the following information should be included in some way.

I. Title Page or Face Sheet

This page, usually prescribed by government agencies, seems obvious. It is neglected, however, by many project writers. The following items should be included:

- A. Brief title of the proposed project.
- B. Name, title, and department of the project director.
- C. Name and address of the submitting institution.
- D. Time period for the proposed project, including starting date.
- E. Proposed amount of money required.
- F. Endorsing signatures. These signatures are required by all funding agencies and are necessary to the college so it knows what is being committed.
  1. Project director
  2. Department head
  3. Official authorized for institution
  4. Fiscal officer receiving payments

II. Abstract

An abstract is useful when the application is lengthy. It should be 200 words or less giving a clear statement of the nature and scope of the project, including anticipated results and their significance.

III. Description of Proposed Project

This section is the heart of the proposal. It should not be an essay of an interesting or useful activity or theory, but a description of an action project about to be undertaken. Many proposals stop before they tell what particular thing the project director wants to do. (Sometimes they even forget to ask for money!)

This section of the application should include:

- A. Background: how the proposed project fits into other ongoing activities; review of similar projects.
- B. Detailed statement of work to be undertaken:
  1. Objectives: what will be done and why.
  2. Expected significance: why is this project necessary?
  3. If continuation of ongoing project; a progress report should be made.
  4. Description of activities, methods, and/or procedures to be used.
  5. Discussion of any unique approaches.
  6. If questionnaires are to be used, their development and use should be described.
  7. How will the project improve the college, the union, the students?

IV. Time Schedule

The total length of time the project will take from beginning to completion should be stated. If it is in phases, then the length of each phase should also be outlined. The desired starting date should be at least six months after the submission of the proposal to allow for evaluation and processing. Some funding agencies prescribe deadlines for submissions, announcement of awards, and starting dates.

Funds should never be committed or spent in anticipation of grants or contracts unless there are alternate sources of payment available. Many agencies will not allow reimbursement of funds spent in advance of the award's starting date.

V. A general statement of currently available facilities and major items of equipment especially adapted to the proposed project should be mentioned. This emphasizes to the sponsoring agency the support by the college. If the proposed budget includes a request for new equipment, then special justification should be made. (You should also be sure to find out if the use of these facilities or installation of the new equipment requires specific approval from the college.)

VI. Personnel

Key project personnel should be listed by name, position, title, experience, their responsibilities within the project, and percentage of time committed to the activity. If a key staff member cannot be identified by name when the proposal is submitted, a brief job description and competencies necessary for the position should be provided. A complete resume of the project director should be included as an appendix. (His qualifications and competence are often a key factor in whether or not the project is funded.)

Consultants who have agreed to participate in the project should be similarly identified, or the application should describe the type of consulatative assistance required.

If an advisory committee is contemplated, its function should be described, as well as the type of persons who will be asked to serve.

VII. Budget

The budget is the vital part of the proposal, and "tells the story" in figures. It is often the section of the proposal that is looked at first. The budget should be viable for the project: it should neither be padded nor understated. A budget that is too large or too small for the scope of the project indicates that the writer has not thought out his needs carefully. A budget should be developed realistically with enough flexibility to permit some negotiation.

When the project requires more funding than being requested from one sponsor, this should be indicated. Other agencies being asked to support the project should be listed.

If the sponsoring agency requests a specific format, the budget must be organized accordingly. In other cases, the following outline can be used. The justification for all direct cost items should be found in the proposal's narrative and should include sufficient coverage of their purpose and content so they are coherent with the amount of money requested for them.

Some items may take additional brief explanations. These should be included in a section called "budget explanations" immediately following the budget.

A. Salaries and wages: the scale to be used depends upon the college salary schedule and the marketplace.
   1. List name and/or title for each professional and non-professional employee.
   2. Indicate rate of salary: per month, per task, per year, % of time and effort in the project.
   3. Multiple year budgets should include salary increments.
   4. Released time salaries for a faculty or staff member depends upon college and funding agency rules.

B. Fringe benefits: (If omitted, they will be taken out of grant funds.)
   1. Included are F.I.C.A., health benefits, retirement benefits, etc.
   2. The college may have a standard rate.
   3. They will vary for professional, non-professional, and student employees.

C. Consultant fees: (The sky is not the limit.)
   1. Need not pay fringe benefits to consultants.
   2. Per diem allowances are usually extra.

D. Computer time
   1. College may provide some free time.
   2. Cost of orders, etc., should be included in salaries and wages.

E. Equipment:
   1. Estimates should be as accurate as possible and should relate to delivery date and starting time.
   2. If several pieces are requested, itemize.
   3. Final ownership at conclusion of project may vary.

F. Consumable supplies and communication: telephone, postage, xeroxing, duplication, stationery, special reference books, special services.
   1. These may be sorted and grouped in different ways.
   2. Do not underestimate these costs.
   3. The grouping of items should be inclusive to maintain flexibility.

G. Travel:
   1. Estimates should be based on economy class air fare.
   2. Some agencies use a per diem allowance; others, exact costs.
   3. Junkets are ill-advised.
   4. Travel should be directly related to the proposed project.
   5. Some agencies permit attendance at professional meetings, e.g. the ACU-I Annual Conference.
   6. Foreign travel must have prior authorization.

H. Publication and report costs:
   1. Usually at the end of the project so tend to forget.
   2. To report results of project to grantee: writing, preparation of charts, duplication, etc.
   3. Distribution of report: postage.

I. Indirect costs (overhead):
This is a touchy and complicated item which varies from college to college. Appropriate persons on the campus must be consulted. It should not be omitted without review and permission.

K. Institutional cost-sharing:
   1. Amount varies with sponsor.
   2. College might have special arrangement.
   3. Review this item with the appropriate campus person.

L. Miscellaneous, contingency, etc.
   1. DO NOT USE.
   2. Calculate all costs, accurately.

Conclusion

In conclusion, I am going to anticipate one or two of your questions.

First, how long should an application be? Like the oft told tale about Lincoln's legs, an application should be long enough to touch the ground. Or, as one foundation executive has said after reading hundreds of proposals each year (some more long-winded than others) he sympathizes with Voltaire's excuse to Madame de Stael, "I'm sorry to send this to you in two volumes. I didn't have time to write one."

Second, what type of questions will the funding agencies ask? They ask easy ones such as: What will happen to the world if you don't get your money? What will happen to the world if you do get your money?

Finally, it all really boils down to -- and I quote an esteemed former foundation colleague:

What do you want to do?
Why do you want to do it?
How are you going to do it?
Who is going to do it?
Where are you going to do it?
How long will it take?
How much will it cost?

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Federal Government Regulations As They Affect The College Union

EARL F. FINDER
Union Director
The University of Illinois

The Congress of the United States has enacted a myriad of laws designed to encourage the creation of new employment opportunities and the training and education or re-education of individuals who may otherwise be unemployable or employable only at low levels of achievement and compensation. Some of the legislation still in effect dates all the way back to 1917. However, as would be expected, most of the still active programs were initiated within the past six to ten years.

For your information and possible use, we have made available to you information which summarizes, in easy-to-read form, the twenty-four manpower and support programs listed in the Manpower Report of the President of the United States made in March 1970.

In obtaining information on the broad subject of federally-supported programs in training, vocational education and employment, I relied entirely on the experts and specialists employed by the University of Illinois at Urbana-Champaign. From them, I have determined which of the twenty-four programs are currently utilized by our University under the assumption that these would be the most likely to be of interest to or pertinent to the typical college union. These are as follows:

A. The on-the-job training program as provided by Manpower Development and Training Act of 1962 (Title II).
B. The Neighborhood Youth Corps programs of the Economic Opportunity Act of 1964 (Title IB).
C. Public Service Careers Program as provided by the Economic Opportunity Act of 1964 (Title IB), as amended in 1966.

Each of the above programs is administered by the U.S. Department of Labor. My sources tell me that there are regional offices of the Department of Labor and these are the actual contact points for development of programs on the specific campus involved.

My general impression, based upon our campus situation, is that the only practical manner for the college union to take advantage of these programs is as an offshoot of a total university or college effort. The development of the program on the campus, involving an horrendous amount of paper work, and the reporting and coordination required with the governmental agency is more than the typical union could tackle on its own or could justify financially. Thus, the union staff should maintain a close contact with the university or college personnel office and/or any special university department established for affirmative action programs.

In addition to the programs of the Department of Commerce, there is the relatively well known college Work-Study Program administered by the Office of Education of the

Department of Health, Education and Welfare. This program could be extremely valuable to the college union since it pays 80% of the salary of the employees in the program. However, the jobs to which the individuals are assigned must be new jobs and cannot displace employees already employed. The institution must coordinate this program with the college or university programs of student aid and responsibility for the Work-Study Program must be assigned to the official who has responsibility for these other aid programs. An outline of the salient features and requirements of the program follows.

COLLEGE WORK-STUDY PROGRAM

Outline of Provisions and Requirements

A. Under administrative direction of the U.S. Office of Education of the Department of Health, Education and Welfare.
B. The regional office of the Office of Education is the primary contact point. The Washington D.C. office makes final determination.
C. Purpose and objectives.
  1. The purpose of the College Work-Study Program is to stimulate and promote the part-time employment of students, particularly those from low-income families, who are in need of the earnings from such employment in order to pursue courses of study at eligible institutions.
  2. This purpose will be promoted through the development of student employment programs designed to meet the following objectives.
    a.) Encourage eligible institutions to expand their efforts to enroll needy students, particularly those from low-income families;
    b.) Increase the proportion of eligible high school graduates who continue their education in eligible institutions;
    c.) Provide financial aid for eligible students through combining the earnings from part-time employment with other forms of financial assistance to enable students to meet their educational expenses without the necessity of incurring an unduly heavy burden of indebtedness; and
    d.) Broaden the range of worthwhile job opportunities for qualified students in employment for the institution itself or for public or private non-profit organizations, especially those engaged in health, education, welfare, and related public service activities.
D. Special Information
  1. Jobs must not displace employees already employed.
  2. Work must be non-sectarian.
  3. Work must not be involved in partisan politics.
  4. Must be an expansion or broadening of the institution's student employee programs.
  5. Student organizations may utilize work-study funds if under control of governing board of institution. (This is currently a question mark. Are student organizations under control of governing board?)
  6. Student eligible, if he is:
    a.) A citizen of the United States or intends to become permanent resident.
    b.) Has need for funds to pursue education at institution involved. (Determined by his income, assets, other income, education costs, and standards published by Commissioner of Education.)
    c.) Capable of academic good standing while employed.
    d.) Accepted for enrollment or is in good standing as a full-time student.
  7. Preference given to students from low-income families.
  8. Limited to fifteen hours work per week during school sessions, and forty hours during vacations.
  9. Institution may receive reimbursement for administration of work for public or private non-profit organizations other than the institution itself up to 5% of funds provided for that work by government.
  10. Federal share of compensation shall not exceed 80% of total compensation to eligible employees. (Provision is made for exception by Commissioner of Education.)
  11. Minimum rate of pay $1.60 after January 1971.
  12. Institution must coordinate this program with the programs of student financial aide and responsibility for Work-Study Program must be assigned to official who has all other student aid responsibility.
  13. Applications must be submitted to Commissioner of Education (through regional office). Approval given on basis of several criteria as listed in the enabling legislation.
  14. Specific regulations for maintenance of records are to be followed.

Social Security

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Union Director
Stanford University

As an employer, the college union has a number of obligations relating to collection and payment of several types of Federal taxes -- specifically, income tax, social security and unemployment. This report deals only with social security and summarizes important regulations and procedures relating to the employer's obligations. At the time this report is being prepared, Congress is considering proposals to increase both the social security tax rate and the maximum amount of wages subject to social security taxes (and also benefit increases). Although specific rates may change in the near future, this outline of existing regulations should nevertheless be useful to those persons responsible for the union's employer-employee tax obligations. News media will provide supplemental advice.

The United States Social Security Act provides for a tax on both employee and employer in accordance with the following table: (employer is obligated to withhold employees tax from wages).

Tax Table

Taxes apply only to the first $7800 of annual earnings

	Employee	Employer
1968	4.4%	4.4%
1969-70	4.8%	4.8%
1971-72	5.2%	5.2%
1973-75	5.65%	5.65%
1976-79	5.7%	5.7%
1980-86	5.8%	5.8%
1987 and after	5.9%	5.9%

Meals and Lodging

The value of meals and lodging furnished an employee is generally considered wages under social security law and is subject to the social security tax in the same manner as cash wages.

Tips

Tips count as wages for the purpose of social security taxes. Waiters, hotel workers and other employees who receive cash tips on the job must report them in writing to their employers if they amount to $20 or more in a month in the employ of one employer. The employee is responsible for reporting tips to his employer within 10 days after the end of the month in which the tips were received. Tips count against the annual limit of wages subject to the employee social security tax, but not against the employer tax.

Employee Social Security Number

The name and number of each employee must be recorded exactly as they appear on his social security card. If an employee has no number, he should apply for one on Form SS-5. available at the nearest social security office, post office or internal revenue office.

Quarterly Return

Every employer who is liable for social security taxes must file a quarterly return (Form 941 or 941E).

The dates on which these tax payments are due are as follows:

Quarters	Quarter Ending	Due Date
Jan-Feb-Mar	March 31	April 30
Apr-May-June	June 30	July 31
July-Aug-Sept	September 30	October 31
Oct-Nov-Dec	December 31	January 31

Where to File

File Form 941 (or 941E) with the Internal Revenue Service Center for the region in which your principal place of business is located.

Payment of Withheld Social Security Taxes

Generally, an employer must deposit taxes with an authorized commercial bank depository or a Federal Reserve bank. A Federal Tax Deposit Form 501 must accompany each deposit. Additional specific detail is not presented here because of pending proposed changes in procedure now under consideration. Consult your district director for latest information.

Records

Every employer subject to employment taxes is required to keep all records pertinent to these taxes available for inspection by Internal Revenue Service officers. The records should be kept for a period of at least four years.

Statements for Employees

If a W-2 Form (Income Tax Withheld) is required for an employee, and if his wages are also subject to social security tax, the W-2 Form must show social security tax withheld (and amount of wages on which the tax is based). If the W-2 Form is not required, employers must give the employee a statement (no particular form is prescribed).

Special Classes of Employment

Aliens - Resident	Same as U.S. citizen
Foreign Student	Exempt- if service is performed for purpose specified in Section 101 of Immigration and Nationality Act
Non-profit-Educational Organization	Exempt unless employee concurs in employer's certificate effecting coverage (Form SS-15), or is hired after the quarter in which the certificate is filed
Retirement and Pension Payments	Exempt
State governments and political subdivisions	Coverage under Social Security may be obtained only by agreement between State Secretary of Health, Education and Welfare
Students	Exempt if working for school and regularly enrolled

Nine out of ten working people in the United States are now building protection for themselves and their families under the social security program. The three kinds of benefits under Social Security are:

1. Retirement -- at age 65 (Reduced benefits are payable as early as 62.)
2. Disability -- when a worker under 65 becomes unable to work because of a disability.
3. Survivors -- when a worker dies.

In addition to cash benefits, health insurance benefits are available for people 65 or over, whether or not the worker is retired.

One of the very important obligations of an employer is to be knowledgeable about Social Security benefits and to provide employees with advice and counsel as to how to obtain specific information. A statement of an individual's social security record may be obtained (by the principal only) by writing to:

Social Security Administration
P.O. Box 57
Baltimore, Maryland 21203

A very good handbook describing benefits and procedures relating to them is published by Commodity Research Publications Corporation, 140 Broadway, New York, New York 10005. Quantity prices (20¢ to 40¢ per copy) are available -- with employers's imprinting if desired.

Additional detail regarding employer obligations procedures may be obtained in Circular E, Employer's Tax Guide (Publication 15), Department of the Treasury - Internal Revenue Service.

DOUGLAS C. OSTERHELD
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University of Wisconsin

The process of regulation is an awesome phenomenon to behold, since it becomes mandatory that the more we are interested in having government do, and the more we control the way in which we impinge upon one another as social animals and economic beings, the more restrictive becomes the implementation of a particular concern on us as individuals.

If you are like me, you never cease to be amazed that no matter how overwhelming a management step just taken, the future always brings something new that makes what we've just absorbed pale by comparison, which we as management have the responsibility of effecting in the administration of a union. It does appear that the entertainer who suggested, "You ain't seen nothin' yet!" summed up what we will see in terms of federal and state regulations affecting important segments of our college union operation.

As never before, work policies, work conditions, and the entire spectrum of personnel planning must properly take into account federal and state laws not only covering such basic items as wage rates, overtime pay, social security, workmen's compensation, employment insurance, but also the whole realm of legislation and departmental interpretation of laws against any discrimination, whether because of race, color, religion, national origin, sex, or -- most recently -- age.

Significantly, the equality being discussed is not confined to hiring employees. Rather, the ban on discrimination applies to all elements of the employer-employee relationship. These include such important considerations as firing, wages, terms, and conditions or privileges of employment. In spite of the obvious necessity for staff members (who are responsible for hiring decisions) to be aware of the laws which describe in many ways the policies and practices to be used, it is regrettable that there is considerable lack of knowledge of what may or may not be done properly under the law.

Not only are the laws changing materially, but, more importantly, the interpretation and the applications of the law are changing. In many instances, interpretations are exceeding the letter of the civil rights law in the desire of various regulatory agencies to urge upon employers full and swift compliance with the law. We cannot hope to do more than to call your attention to the fact that many of the individual states have laws which have been pace-setters and are in the forefront of federal legislation. Examination of the legislative hopper of your particular state will reveal that there may also be a tightening up of enforcement of the fair employment practice laws already on the books. We will try and concentrate on some of the elements of the federal laws that are more apt to be new to you.

Current actions are being taken by HEW and the Equal Employment Opportunity Commission (EEOC -- a five member board apppointed by the President with consent of the Senate), to administer and ultimately accomplish through the courts the enforcement of the Equal Pay Act of 1963 and the basic 1964 Civil Rights Law (Title 7) which was extended to include employers of 25 or more workers as of July 2, 1968. Executive Order 11375, effective October 13th, 1968, prohibits discrimination based on sex in employment by government contractors. It was an amendment and extension of Executive Order 11246, which banned discrimination based on race, religion, color or national origin.

The Civil Rights Law provides specific exemption for states and political subdivisions, for bona fide tax exempt non-profit clubs, for educational institutions, for jobs connected with their educational activity. Even so, it is entirely probable that the laws and interpretations of the law are applicable to union operations by virtue of involvement of so many colleges and universities in terms of federal monies that they receive which can be denied if full compliance is lacking.

Further, many state legislatures are following and will probably emulate rather totally the federal approach, thus involving many of the remaining schools which are not involved via the federal fund route.

"Don't make the mistake of underestimating the women's movement ... not all are kooks, not all down-with-men, not all bra-burning." Thus was Elizabeth Koontz, Director of the Labor Department's Women's Bureau, quoted in the June 13, 1970, Business Week. Since this time, some institutions are finding that, compared to requirements and programs with respect to racial minorities, minimum wage, conditions of employment and employer liability, the equal opportunity for women movement is the biggest thing that has hit the regulatory market for educational institutions for some time -- and probably in all time.

Equal Employment Opportunities for Women

Because of the rapidly increasing emphasis being placed on elimination of sex discrimination and the affirmation of sex equality, and since the other aspects of equal employment and minimum wages are older and more familiar subjects, it is important to cover the aspects of the latest phenomena in the interpretation of equal employment opportunities for women.

Basic to our understanding of the comprehensive nature of HEW's program for women's equal employment opportunity is the guideline on sex discrimination issued by the Secretary of Labor, effective on June 9th, 1970. Consider the following significant admonishments:

1) Recruitment and Advertisement: (Section 60-20.2)
   a) "Recruiting activity must recruit employees of both sexes for all jobs, unless sex is a bona fide occupational qualification."
   b) "Advertisement in newspapers or other media must not express sex preference unless sex is a bona fide occupational qualification for the job. The placement of an advertisement in a column headed 'male' or 'female' will be considered an expression of preference, limitation, specification or discrimination based on sex."
2) In Job Policies and Practices: (Section 60-20.3), we find these kinds of directives:
   a) "Written personnel policies relating to the subject must expressly indicate that there shall be no discrimination against an employee on the basis of sex."
   b) "Employees of both sexes shall have equal opportunity to any available job..."
   c) "The employer must not make any distinction based upon sex in employment opportunities, wages, hours, and other conditions of employment."
   d) "Any distincition between married and unmarried persons of one sex that is not made between married and non-married persons of the opposite sex will be considered to be a distinction made on the basis of sex."
      Thus, an employer cannot deny employment to women with young children unless there is a similar exclusionary policy for men. No termination of an employee of one sex in a particular job classification upon reaching a certain age may be made unless the same rule is applicable to members of the opposite sex. We'll mention later the difficulties you can encounter in discriminating on the basis of age.
   e) Lack of appropriate physical facilities is not a basis for denying the hiring of men or women, unless the employer can show that construction of facilities would be unreasonable for such reasons as excessive expense or lack of space.
   f) "An employer may not deny a female employee the right to any job that she is qualified to perform in reliance upon a state protective law. An example of this will be found in laws which prohibit women from performing certain types of occupations (such as bartender), from jobs requiring more than a certain amount of hours and from working in jobs requiring lifting or carrying more than designated weights."
   g) Women may not be penalized in their condition of employment because of required time away from work due to child-bearing. If minimum length of service required for leave time has been established by a female employee, she must be granted a reasonable leave on account of child-bearing. "The conditions applicable to the leave shall be in accordance with the employer's leave policy." Where the employer has no leave policy, child-bearing must be considered by the employer to be justification of leave-of-absence for a female employee for a reasonable period of time.
   h) "The employer must not specify any differences for male or female employees on the basis of sex in either mandatory or optional retirement age."
   i) Lastly, there shall be "nothing in these guidelines ... interpreted to mean that differences in capabilities for job assignments do not exist among individuals and that such distinctions may not be recognized by the employer in making specific assignments." This provision, as in the case of hiring of minorities, provides for the most difficult burden of proof which is placed on the employer. And on the basis of attitudes represented by investigators for HEW, it is obvious that there would have to be conclusive evidence to avoid being charged, perhaps unfairly, with discrimination against females on the basis of capability for jobs.

3) Seniority System: (Section 60-20.4)
"Seniority lines must not be based solely on sex." Such separation as has existed must be eliminated.

4) Discriminatory Wages: (Section 60-20.5)
   a) "The employer's wage schedule must not be related or based on the sex of the employees."
   b) "The employer must not discriminatorily restrict one sex to certain job classifications ... The employer must take steps to make jobs available to all qualified employees in all classifications without regard to sex."

One of the obvious ways in which the federal government can get compliance with the greatest alacrity is where its own funds are involved. Thus, it is not surprising to find that colleges and universities having projects federally funded are going to be high on the list of action taken by HEW.

The Women's Equity Action League recognizes the vulnerability these institutions have to special leverage for HEW enforcement and have filed over 100 complaints against colleges, universities and professional organizations since January of 1970.

The Department of Health, Education and Welfare is currently including their sex category in all of their contract compliance reviews. Among those reviewed were the University of Michigan, the State University of New York, Buffalo, Harvard and the University of Wisconsin.

Perhaps you are more familiar with the University of Michigan case than any other, and we might briefly take a look at what happened since it represents something of the pattern of what we can probably expect to experience or have already experienced. On the 6th of October, 1970, the Department of Health, Education and Welfare requested that the University of Michigan submit within 30 days an affirmative program for women. The program had to include "9 precise actions" which it spelled out in detail, as well as the dates when these actions would be implemented by the university. On November 3rd, 1970, the university responded by sending a twelve-point program to HEW. The response did not specifically include 7 of the 9 precise actions which were outlined by HEW. As a result, they indicated to President Fleming that the plan was not adequate unless the 7 remaining specific requirements were included. The University of Michigan responded by saying that the school's plan would be amended to include 5 of the remaining requirements. Two important exceptions were taken by Michigan to the specific requirements, and the fact that they took the exceptions shows the length to which HEW is going in insisting on immediately establishing an equality in a system that has had a built-in inequality for many years.

1) They were to "achieve a ratio of female employment in academic positions at least equivalent to their availability as evidenced by applications for employment by qualified females for these positions. Specific numerical goals and timetables by department must be included ..."

2) "Improve the ratio of female admissions to all Ph.D. graduate programs in which admissions are connected with specific employment opportunities such as teaching and research assistantships. Numerical goals and timetables must be presented."

President Fleming responded that he considered the first proposal "unworkable because it ignores the quality of applicants and lends itself to artificially increasing the number of women who apply." He rejected point two because he said there are no Ph.D. programs in his institution in which admissions are connected with specific employment opportunities.

In the case of the University of Wisconsin, the Health, Education and Welfare department found that there exists a "pattern of discrimination or under-utilization of minority group members and women in specific departments and job classifications. The need exists for the University of Wisconsin to identify and promote minority group members and women employees who have potential for higher level positions, generally and particularly in professional positions, both academic and managerial. A disproportionate part of the miniscule number of black minorities and women employed are concentrated in special projects and specialist job classifications in non-tenure status."

The report went on to note that the University's Written Affirmative Action Compliance Program for Minorities, dated May, 1970, did not include potential "specific elements, namely a table of job classification projection on employment goals for minority groups and women."

There is a unique twist in both the emphasis on an affirmative program for women and minorities in that, while, on the one hand, they emphasize that all qualified applicants must receive consideration without regard to race, color, creed or national origin, they hold -- in the next breath -- an institution to an artificially established standard of balance which they assume can be achieved by reviewing applicants with no bias and without recognition of the relationship which may well exist between current staffing and applications received.

It is obvious to us at the University of Wisconsin that we are going to find not only the desirable equal opportunity standards being applied, but in order to accomplish them, we are going to have to be able to make extraordinary efforts. We have committed ourselves to maintain a file of all job applicants, including the name, address, race, and position applied for. The file must also include a reason for rejection of any of the applicants who are interviewed but not selected. This, in effect, is the application of the "guilty until proven innocent" principle which is obviously going to be used in connection with decisions as to whether or not federal funds are going to be withheld from us.

An even greater legal base for the protection of women can be expected through legislation by Congress. Currently, a higher education bill (HR 18849) is under consideration by a House Sub-committee. To show the kind of direction in which we are headed, consider the fact that this bill would:

1) Prohibit discrimination on the basis of sex in any program receiving federal funds administered by the Commissioner of Education or Secretary of Labor.

2) Authorize the U.S. Civil Rights Commission to investigate discrimination on the basis of sex.

3) Remove the equal pay exemption for administrative, executive and professional employees from previous laws.

In this very brief and sketchy review of the Equal Employment Opportunity interpretation (as far as it principally involves women, but of course has its overtones in other minorities which we will discuss shortly), we see a total reversal of state statues in many cases which were designed to provide work for the male bread-winner when a whole concept of family support and male dominance was the rule. In addition to suggesting the obvious fact that you will see a great change in the approach most of us have taken to employment of women, the further fact is that it is going to be necessary to be able to substantiate the decisions made in practically all hirings, with a complete back-up file on every employment decision.

The Fair Labor Standards Act Amendments of 1966 to the Civil Rights Law

You may recall that initially there was some talk that exclusions for hotels and restaurants did apply to college unions, although the federal government held, successfully, that education was the primary mission of colleges and universities, and, therefore, they could not be exempt in running hotel and restaurant operations. The U.S. Supreme Court test in a Maryland case substantiated the position that states were liable for minimum wages and overtime requirements for most of our employees who were not covered prior to the 1966 amendments.

Thus, we have seen regultions bringing minimum hourly rates and overtime equal pay standards for male and female workers, wage differentials paid pursuant to a seniority system, wage differentials paid pursuant to a merit system, and record keeping required under the law, applied to colleges and universities.

February of 1971 brought the establishment of the last of five progressive steps for minimum wages. It is probable that we will see some substantial revision upward of these minimums which may well have a substantial affect on union operation.

I have chosen to point out but some of the legislation and to discuss how it affects your employees with the feeling that it is not necessary to draw conclusions on the specific ways in which it affects your union operation, since anything that affects your employees has a direct impact on most of what is happening from an operational standpoint.

Briefly, we ought to mention in this round-up of federal regulations affecting the college union, that, in addition to discrimination against women, the other element most current in the application of the Civil Rights Law (extended in July 2nd, 1968, Executive Orders) is the non-discrimination section of the act. The section that will affect most of you in your unions stems from the Office of Civil Rights of the Department of Health, Education and Welfare. Perhaps you have already had a review by representatives of this department pursuant to Executive Order 11246. Hearings are held, investigations are made, and conclusions are drawn, which specify the way in which interpretation of compliance with Executive Order 11246 will be achieved by the university. I have already quoted to you the portion of the University of Wisconsin report relative to both promotion of minority group and women employees. The HEW report focuses on problem areas and makes proposals for specific measures to be implemented by the university. Included is an up-to-date annual report on specific goals and measures to implement them. Also proposed were amendments emphasizing the necessity for transmitting information to all middle level personnel engaged in hiring and promoting personnel, department heads, unit chairmen and supervisors. Feedback is to be provided as to the effectiveness of the specific measures which are to be initiated. The report also noted that our Written Affirmative Action Compliance Program for May of 1970 did not provide the essential "specific elements, namely a table of job classifications and projection on employment goals for minority groups and women."

At the same time, while emphasizing that all qualified applicants must receive consideration without regard to race, creed, color or national origin, it urged that local and national recruitment agencies should be contacted periodically "until results are evidenced for modifying the imbalance in employment of minority group members and women." As part of a university, it is obvious that the university-wide regulations apply to those responsible for our union operations.

The "equal pay for equal work" portion of the wage law has seen a rash of actions being generated for recovery of wages where it is alleged that there exists a differential in pay for the same work. This action involves everyone from professors to janitresses (the very title implying discrimination under current interpretation), and obviously will guarantee that lawyers will be gainfully employed for an extended period of time. I would hazard the speculation that many of you are having economic difficulty now, particularly in the food service operation at your union, and recovery of wage differentials back to the 1968 first enforcement point could be disasterous. A modicum of success in achieving awards of this nature could result in a snowballing effect across the country that would be frightening to contemplate. In a case involving the University of Illinois, the Wage Hour Office determined that the work performed by janitresses was equivalent in skill, effort and responsibility to that of janitors. The University of Illinois agreed to increase the janitress wage to that of the janitor, but declined to comply with the demand of the Wage Hour Office for two years back pay. In this particular instance, the Wage Hour Office decided that the back pay issue was not of sufficient significance to warrant the Federal government bringing suit. The university has now been advised that the janitresses are bringing that suit against the university.

The Age Discrimination Law and Employment Act of 1967, which went into effect on June 12th, 1968, is an additional restriction on hiring and employment practices originally covered by the Civil Rights Law of 1964. This law prohibits an arbitrary age discrimination by employers. It forbids employment discrimination on the basis of age against persons who are at least 40 but less than 65 years of age.

The new law is the enforcement responsibility of the Secretary of Labor, giving him the authority to use all of the resources and penalties of the Wage Hour Law (FLSA) to eliminate age discrimination. Actual policing of the new law is delegated to the Wage Hour Division.

While it is possible for the Secretary of Labor to make such "reasonable exemptions as he finds necessary in the public interest", no credence is given to the "higher cost of doing business" due to an older work force. And this is not a mitigating reason for justifying age discrimination. An employer might be allowed to hire young workers if he were able to unquestionably demonstrate that the age balance in the employment structure was proportionalely composed of older workers. An employer cannot refuse to hire because of age, nor can he discharge any employee because of age. Further, it is illegal to "limit, segregate or classify in any way that would deprive him of employment opportunities or adversely affect his status as an employee." He cannot reduce the wage rate of any employee to compensate for assumed lower productivity due to age.

While records don't have to be kept on a particular form, every employer subject to the Wage Discrimination Law must keep, for a period of three years, all records with respect to name, address, date of birth, occupation, rate of pay, days worked each week and compensation earned each week. If additional records are kept on employment records in the regular course of conducting business, they, too, must be kept for three years, involving such items relating to the hiring of individuals, promoting or discharging employees, job descriptions, occupational qualifications, collective bargaining agreements, employee benefit plans (retirement, pension and insurance plans), hiring and promotion policies and practices, seniority systems, merit systems, job orders, advertisement, job applications, and other matters pertinent to determining whether inaction, limitation or classification is based on a factor other than age.

The employer cannot refuse to hire or discharge or otherwise discriminate against any individual as to compensation, times, conditions and privileges of employment. He cannot reduce the wage rate of any employee to compensate for assumed lower productivity due to age.

In this very sketchy attempt to highlight some of the kinds of legislation, and interpretation of legislation by governmental agencies, I have tried to alert you to some of the aspects of federal regulation that you ought to be familiar with in the operation of your unions as they apply to all aspects of your relationship with your personnel. There was no thought of making you an instant expert in these matters, or becoming one, myself, but rather to insure that you recognize that a great deal of careful checking must be done with those persons designated by your college or university as responsible for all elements covered by the law.

Student Activities Center: Layout, Staffing And Design

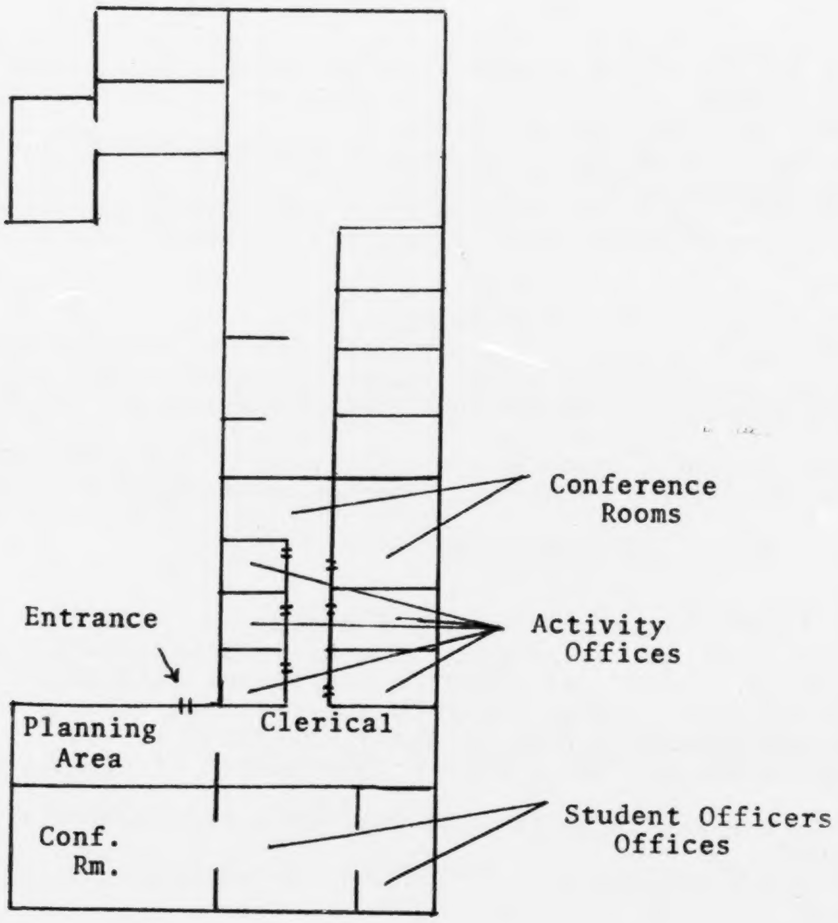
SALLY A. ROSBRUGH
Assistant Director for Program
Mankato State College

I. What does your union and campus expect from the activities center?
   A. Who uses your center, i.e., only union sponsored activities or all campus organizations? Who are your potential users?
   B. Does your center provide services such as duplicating for the campus or is it primarily for organization offices?
   C. What types of activities are happening in the center, i.e., poster making, typing, committee meetings, etc? Space and equipment should reflect these needs.

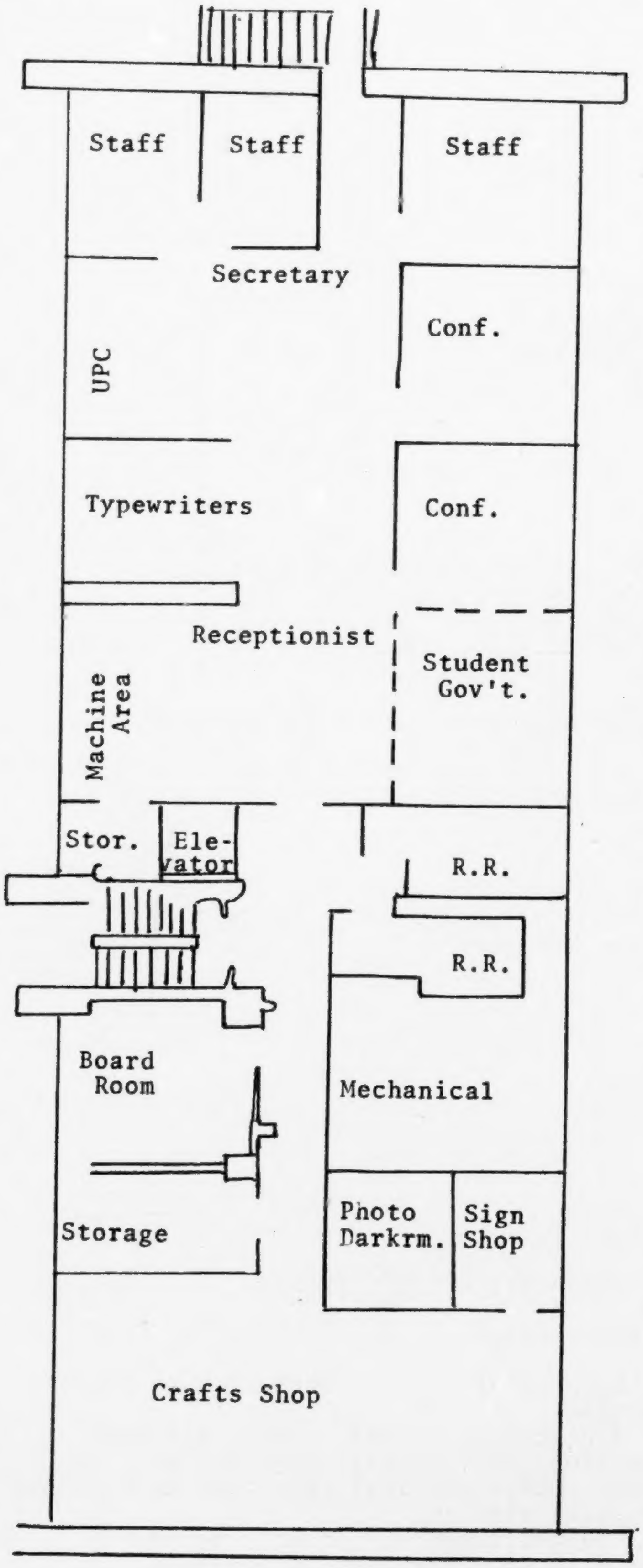
II. Atmosphere or "personality" of the center
   A. Formal or informal? Example: no private offices, modular furniture vs. private offices, traditional office layout (organizations as well as staff).
   B. Easy, informal communication between students and staff vs. more formalized structure.
   C. Definite hours center is open or capability of 24 hour access? If open 24 hours, how do you handle security in center area while retaining relaxed atmosphere?
   D. Color design - "mod," conservative?

III. Staffing Needs
   A. Professional Staff - some determining factors
      1. Role of the staff at the present time as well as future role.
      2. Administrative load of the staff in comparison with advising role. (Will some of your program staff be supervising graduate assistants and practicum students as a part of their work load?)
      3. Types of programs on your campus -- the extent of staff responsibility for these.
      4. Is your staff expected to program for the entire campus or solely union programming?
      5. Extent of staff involvement with other campus agencies, i.e., residence halls, minority studies centers, etc.
      6. Availability of funds.
   B. Supporting Staff
      1. Control factor, master calendar -- receptionist/information clerk?
      2. Secretaries -- for staff only, student organizations only, both, etc.?
      3. Operation of duplicating service if located in or operated by activities center.
      4. Student labor.

IV. Physical Needs of the Center
   A. Movable vs. permanent walls
   B. Type of lighting
   C. Telephone needs: how many, permanent placement or portable plug-ins, etc.?
   D. Restroom availability
   E. Bulletin boards
   F. Coat hanging facilities
   G. Location of center within the union
   H. Storage needs: files, rooms, shelves, cupboards, etc. -- lockable?
   I. Sink: dependent upon poster preparation location, etc.
   J. Adequate electrical plug-ins
   K. Organization mailboxes -- in and out mail service
   L. Duplicating equipment -- mimeo, ditto, xerox, sign making machine, thermo-fax, etc.
   M. Other mechanical equipment: collator, addressograph, folding machine, stapler (electric), paper cutters, etc.
   N. Office and lounge furniture
   O. "Instant" desks, traditional desks for organization office areas
   P. Access to meeting rooms
   Q. Access to food service/vending
   R. Security requirements if considering 24 hour operation
   S. Cash register (depends on charge system of duplicating etc. and how financial receipts are handled on your campus).


Conference Rooms
Entrance
Activity Offices
Planning Area
Clerical
Student Officers Offices
Conf. Rm.

Staffing:	Total of 8 people Director of Student Activities Program Counselor (Student Government) Program Counselor (College Union Committees) Student Affairs Trainee - Student Government Student Affairs Trainee - College Union Committees Public Information Services Coordinator Receptionist and Facilities Coordinator Stenographer - Typist
Advantages:	Good visibility to most areas due to a great deal of glass. Mail distribution to all student organizations, creating good student contact between organizations and staff. Control of all campus facilities creates an accurate, up-to-date campus calendar.
Disadvantages:	None known at the present time due to fact of building having been open very short time.
Enrollment:	12,000


Staff
Staff
Staff
Secretary
UPC
Conf.
Typewriters
Conf.
Receptionist
Student Gov't.
Machine Area
Stor.
Ele-vator
R.R.
R.R.
Board Room
Mechanical
Storage
Photo Darkrm.
Sign Shop
Crafts Shop

Staffing:

3 full-time professional
1 half-time graduate assistant
2 full-time secretarial
2 student secretarial
3 student poster makers
4 student projectionists
1 full-time ticket seller
Salaries funded by union operating budget

Advantages:

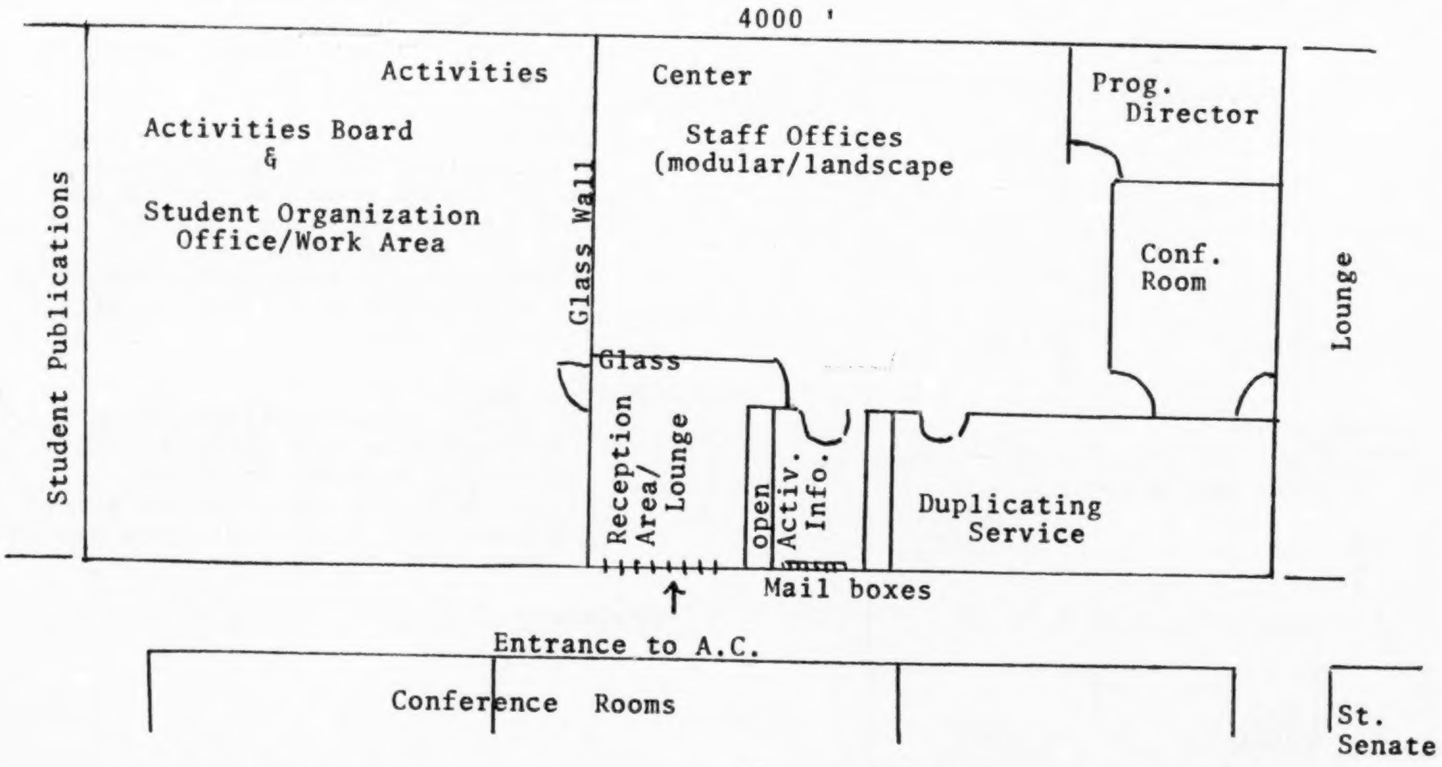
Openness, but privacy where required.
Openness expedites communication.
Staff can be seen and talked with.
Services that can be provided include master calendaring, duplicating, machines, library-conference area, organization mailboxes, crafts, typing, etc.

Disadvantages:

The noise level resulting from voices and machines can make it almost impossible to work at times.
It is difficult for a staff member to confer with a student on a private basis when necessary.

Enrollment:

13,500


4000 '
Activities
Center
Activities Board
&
Student Organization
Office/Work Area
Staff Offices
(modular/landscape
Prog.
Director
Conf.
Room
Glass Wall
Glass
Student Publications
Lounge
Reception
Area/
Lounge
open
Activ.
Info.
Duplicating
Service
Mail boxes
Entrance to A.C.
Conference Rooms
St.
Senate

Staffing: 3 full-time professional staff (advisors)
3 half-time graduate assistants
3 full-time clerical (info./receptionist, 2 staff area)
1 full-time duplicating service
3 part-time student -- duplicating service

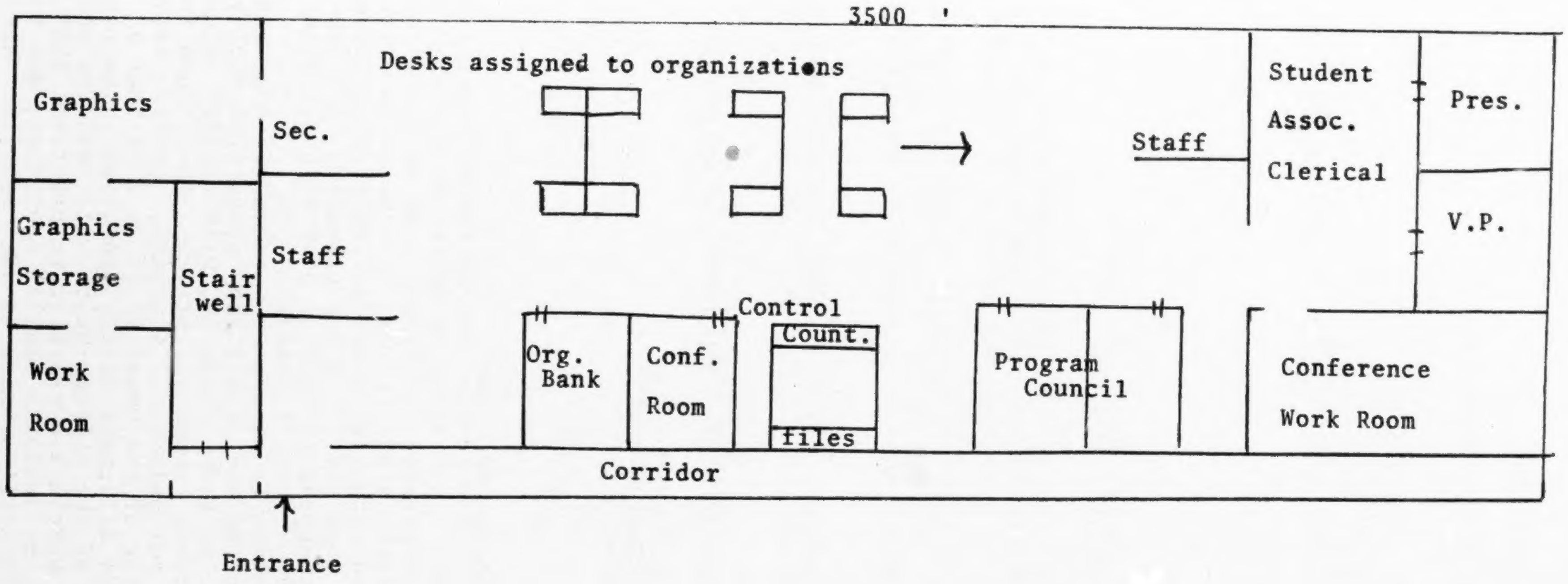
Advantages:

1. Student organization area is capable of 24 hour operation by securing entrance to staff office area.
2. Info. area person can accept duplicating orders, handle finished product, take care of organization mail, master calendar, gen. information without leaving area. Other clerical personnel have visual control if info. person must leave station.
3. Students may have conference headquartered out of A.C. without interfering with conferences, etc. in other part of building.
4. All campus organizations (publications, senate, etc.) are headquartered in one corridor.

Disadvantages:

1. Staff are not in as close physical location with student organizations as would be desirable. (We had to give up something to solve the potential security problem.)
2. Anticipate storage problem.

Enrollment: 13,800


3500 '
Desks assigned to organizations
Graphics
Sec.
Graphics Storage
Stair well
Staff
Work Room
Org. Bank
Conf. Room
Control
Count.
files
Program Council
Staff
Student Assoc. Clerical
Pres.
V.P.
Conference Work Room
Corridor
Entrance

Staffing: Assistant Director of Center/Activities Coordinator
Two Activities Counselors

Advantages: Open concept with staff offices placed in the open.
Easy communication, cooperation.

Disadvantages: Lack of staff privacy.

Suggested Reading List

ACU-I Publications

Administration and Operation of the College Union, Boris Bell
Art in the Union, Norman Moore
Planning for a College Union, Frank Noffke
State of the College Union Around the World, Porter Butts
Planning College Union Facilities for Multiple Use, Porter Butts
Planning and Operating College Union Buildings, Porter Butts
Standards for Professional Staff Preparation and Compensation in College Union Work, Porter Butts

A complete listing of publications and price list is available from ACU-I, Box 7286, Stanford, California 94305.

Other

College Student Personnel Work in the Years Ahead, Gordon J. Klopf
Student Group Advising in Higher Education, Paul A. Bloland

The above listed journals are part of a service published by the American Personnel and Guidance Association. A complete series may be obtained from your library or by writing to: Publication Sales, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009

Articles on college unions and student activities are also in various journals which can be found in your college library. Some of these journals are: National Association of Student Personnel Administrators (NASPA), a Journal of College Student Personnel (CSP).

Handbook of College and University Administration, Asa S. Knowles, Editor-in-Chief, McGraw-Hill Book Company. (Extremely thorough in all phases of student personnel.)

Services To The Campus Community That Will Provide Revenue

JOHN C. SMALLEY
Union and Residences Director
Purdue University

New Development and Procedures in Revenue Producing Areas

The challenge for many union directors today in the area of their fiscal responsibilities is not simply one of discharging their public trust to assure the wise and efficient use of all resources. In today's operating environment of declining departmental net operating income, management decisions and actions must be taken which offer promise of reversing this trend. When faced with stable or declining gross income and spiraling inflationary costs in labor, raw food and all other expenses, this course of action seems to be pessimistic and does not appear to offer a goal which promises an inspirational and motivating reward. However, this is reality.

The initiation of a cost reduction program is as appropriate to the conference theme of "reaching out" for self-improvement as any of our many areas of activity. When cost reduction practices are combined, as they should be, with similar efforts to increase business volume and to add new revenue producing services, the return for your efforts will be substantial. In addition, our patrons -- students, faculty, staff, alumni and university guests -- are deserving of the benefits of as efficient a financial operation as is possible. Without efficient fiscal management, the more educationally relevant aspects of the role of the college union will cease to exist.

For the most part, comments contained herein are relative to practices that have actually been innovated in a college union, or suitably similar operation, and have resulted in reduced unit costs or give substantial promise of such results. Wherever possible, concepts are presented rather than identifying any product or service by name. First of all, decisions and actions must be related to local conditions and specific actions cannot be necessarily transferred from union to union -- it is the management attitudes and concepts that are most important. Secondly, we should seek to avoid commercialism in this setting. Thirdly, competitive products and services exist in nearly every instance which might well be more suited to your specialized needs.

This presentation is limited. It is intended only to stimulate those present at this conference session to share their knowledge and experiences relative to successful cost reduction practices. There are no patented solutions. We need to share with each other our ideas and experiences -- not only here, but continually through the ACU-I management committee and the ACU-I Bulletin.

Many theoretical and practical proposals for more efficient management can be made by management experts as well as the consumer. But successful results are totally dependent on the manager's ability to implement. As operators or managers we can discuss this challenge from the standpoint of reality. Each manager here will need to carefully measure each successful practice elsewhere in relation to his own local situation, and elect to implement those practices, or modifications thereof, which he deems practical within his own operating environment.

1. Probably the prime prerequisite for most cost reduction decisions is access to financial statements and cost reports which are designed specifically for your operation. They must appropriately and accurately set forth the cost of sales, payroll, supplies and other expenses in a format which is meaningful to you. Above all, they must be timely -- as often as daily or weekly, particularly in food service operations, and never less than monthly for all areas of concern. In addition, a monthly report should be available to you and your department heads not later than the 15th of the following month. Some cost studies and reports can be instituted by you and your staff. Many reports will originate from your college or university business office. Insist that these report forms be customized to your operation and that they are timely.

2. Having identified cost problems or areas of costs in which savings could produce substantial rewards, the effecting of a solution frequently will merit the employment of a specialized consulting firm. Such a step is not a panacea, but if approached properly, should be profitable and will probably expedite action.

However, in this area there are many things to consider, such as:

a. You must know what you want analyzed and have some general concepts of solutions which you can and will implement.

b. Be sure that you and your staff are flexible with respect to management concepts and have the will to be innovative. You must also be certain that your entire staff is willing to cooperate with the consultants.

c. Select a firm which has special skills, talent and experience in the particular area chosen for study.

d. Secure formal written proposals which involve fixed cost quotations for the study and report.

e. Make certain that none of the recommendations result in personal benefit to the consultant. Beware of percentage proposals.

f. Obtain reference checks on any consultant's past performance.

g. Secure competitive proposals whenever possible. However, avoid a commitment to automatically accept the low bid. Acceptance should follow the "lowest, best bid" concept.

h. Secure your quotation on a phase basis. The basic bid should be for the study, analysis and report. Optional quotations should be given for the implementation and maintenance or follow-up phases.

i. Be prepared to give the consultant adequate staff input.

j. Don't expect miracles. Frequently consultants are no more skilled than you and your staff. However, they are not diverted from the study by day-to-day operational demands. In a sense, you have only employed additional man hours for a special purpose.
(Frequently, consultants will bring a fresh approach to problem solving as well as new ideas from other contacts. Their reports will be in a different and specialized format.)

k. More times than not, the findings of consultants will be supportive and will merely refine your approach as well as give you the confidence and courage to proceed. In other instances, their report will assist you in convincing others. There's nothing like the expert sixty miles from his own home.

At Purdue we have engaged consultants in four areas -- costing and pricing food items; analysis of our guest room reservation office operation; a total analysis of the snack bar; and a university-wide study of food services. Two of these studies resulted in specific action which could be partially measured in dollars and cents.

The food services survey resulted in the elimination of more than fifty full-time food service positions in the first year. The first year savings alone exceeded the consulting contract cost by several times.

The snack bar study confirmed heavy emphasis on the self-service approach in remodeling and renovation which was badly needed -- including the introduction of 100% disposable-ware in this specialized operation. Labor costs were reduced 14%. However, the cost of disposable-ware more or less offset these dollar savings. Since the conversion, the cost of disposable-ware has increased very little while wages have experienced a compounded increase of 7% per year. Therefore, there has been a savings in labor costs. The combination of the renovation and change in service has resulted in increased volume as well as savings, and in the first two years increased the net income by 10% of gross income. Indiana University has experienced even greater labor savings in their use of disposable ware.

3. Almost without exception, labor costs have inflated more than almost any other expense item and generaly offer the greatest potential for large savings. Many approaches are available in this one area. Some of them are:

a. Replace full-time regular positions with student help. Even if the man hours and the cash wages are the same, you will save 20%-30% in the cost of fringe benefits.
b. Work with your financial aids office in employing students who are on the Work-Study program. These savings can only be measured annually based upon the number of hours involved and the life of the program. However, it can mean a reimbursement for 80% of these wages. Indiana and Purdue are using Work-Study labor.
c. Seek ways to avoid the impact of the new applications of the laws on unemployment conpensation. (Student employees versus full-time regulars, or diverting contract work from the outside, i.e., painting, drapery fabrication and upholstering, to internal work during previous lay-off periods.)
d. Reduce overtime pay wherever possible.
e. Where large numbers of students are involved, place some staff member in charge as a scheduling manager. Schedule personnel only as needed for the forecasted activity rather than guaranteeing a set number of hours. This manager can also supervise time clock practices of student employees in relation to their job and affect saving of 5-10 minutes per hour worked.
f. Consider the use of disposable-ware to reduce dishwashing labor.
g. Investigate automatic silverware washing machines for labor saving potential. In our experience, the savings in labor costs amortized the equipment in about 2 1/2 years.
h. Try to stimulate employee interest and suggestions for labor saving practices. In this connection, endeavor to eliminate positions, but not personalities. Fears relative to job security must be dispelled.
i. The University of Wisconsin has experienced pleasing results with the introduction of a trash and rubbish compacter. Several benefits accrued from this change in operation, and the savings in labor more than amortized the cost of the equipment in the first year. Should you be interested in their experience, contact Mr. Tom Smith, operations manager, Wisconsin Union.

4. In order to establish an environment for changes that will result in economies, it is imperative that you involve members of your union board and first-line supervisors. Three student members of our senior board are invited to attend our bi-weekly staff meetings. In addition, all department heads review -- not less than once a year -- their complete financial operation, with senior board members who sit with us as a finance committee. They have been interested and most helpful.

JOHN M. GRAHAM
General Manager
Dalhousie University

Traditional Sources of Revenue

1. Games Areas

The majority of college unions operate a games complex as part of the service they provide to students. While many have lavish facilities which include bowling, curling, and other activities, the billiard table remains the life blood of the games room area. If one were to calculate revenue per square foot of floor space used, billiards would be the easy winner. The normal pattern for most unions is to start their operations with a combination of billiard and table tennis tables for the first year of operation. Each year the number of billiard tables is increased at the expense of table tennis, which is of course, a small revenue producer.

To quote some specific results of billiard table operations, a union with nine tables charging eighty cents per hour for playing can expect to gross about twenty thousand dollars per year. If one is thinking of expansion, the capital cost of the new tables acquired should be recovered during the first year of operations.

If one cannot afford to buy tables outright, there is always the opportunity to provide the service (and raise funds) by having companies install tables on a concession basis. It is the opinion of the writer that this should be done only when the union cannot afford to buy and operate its own tables.

One will frequently find pinball machines installed in the corner of the games room and these machines yield varying amounts of revenue depending on the type of machine and the pattern of student behavior at each campus. These machines should not be bought outright but should be provided by an amusement company. The reason, of course, is that the key to high usage of these machines is to change models frequently. If you notice revenues falling from your pinball machines you can be sure that it is time to consider getting in a new lot which will offer the student a new challenge. The appeal of specific pinball machines varies geographically and seasonally. Football machines usually yield more revenue in the summer season while target and hockey type games are more popular in the winter. Amusement companies can usually advise on the popularity of games and when they should be changed.

2. Food Service

If a union is operating a food service it is usually to provide a service to commuters. (Residence hall students normally get dining hall privileges of their own.) One of the first decisions facing the union is whether it should operate the food service with its own staff or have an institutional caterer handle the account. It is the opinion of the writer that in most instances a union -- small or large -- can do the job better itself. A small union can cater better to individual tastes and perhaps achieve more of a "home cooked" type of operation than the caterer can achieve. Again, when a union is catering to fifteen hundred students or more it can realize economies of scale which enable it to operate its own service. Being a university of six thousand, we are neither large nor small and have found it best to have a caterer operate our food service. Using this method, one can expect to receive about ten percent of gross sales.

Vending is another form of food service which can be a large contributor to the union money bag. Ideally, all vending on campus should be centralized through the union with products prepared in the union kitchen. In smaller operations a concession is usually granted to a vending company in return for a percentage of sales. If this is done, the union should expect to receive about ten percent of gross sales for a vending service which includes ovens, sandwiches etc. A greater percentage should be expected from high mark up items such as soft drinks. The key to maximizing return is to take advantage of competing companies. A company seeking new markets is often willing to increase its return to the union in order to expand its business.

3. Entertainment

a. Dances

Traditionally, the dance has been an easy money maker for the union. At one time all that was required was a band and a hall and the money flowed in. No longer is this the case. Dance groups engaged must be compatible with the dancers. Patterns change and catering for dances has become a dynamic function. A good dance chairman attuned to the times is essential to successful dances.

b. Entertainers

Just as dances are ever-changing to meet current demand, so is the entertainment field. The current entertainment pattern in Eastern Canada is to try the lesser known groups rather than the big name entertainers. This has come at an opportune time as many of the big name entertainers have virtually priced themselves out of the market. Then too, there is a tendency on the part of students to treat those who are headliners in the entertainment field as if they are "over the hill."

4. Investments

The college union does not differ appreciably from a normal business when it comes to an investment policy. While it is true that there are some political considerations (such as investing in Dow Chemical or some such company), the challenge is to maximize return on invested capital. This in turn depends on good financial planning, specifically forecasting annual cash flow. Cash inflow and outflow should be predicated on a monthly basis for at least one calendar year. As one month ends, a forecast for another month should be added so there is always a twelve month forecast available. If this is done, it will be easier to decide on investments. Like an individual, a union should maintain a portfolio which varies in liquidity from short term bank notes to long term bonds. I personally would not recommend that unions go into common stocks unless warranted by special circumstances.

5. Photography

For some years our college union has operated a photography department. This department has been entirely student-run and has furnished photos for our newspaper, yearbook, and other publications. One year the student photographers would be competent and dedicated while the next year, conditions would tend to deteriorate.

Portrait photographs were taken by a commercial photographer with no fee collected by the union. Thus a net loss of four thousand dollars was being sustained for an inadequate service.

The solution to this problem was to professionalize the photography department. A saving of almost eight thousand dollars per year was possible and the standard of workmanship was considerably improved. An analysis of costs and profits follows to show how this was accomplished.

ANALYSIS OF COSTS AND PROFITS

Graduation portraits:	
Sitting fees for 1200 students @ $7.50 (includes taking four shots each)	$ 9,000
Less cost of film and processing	2,400
Contribution to profit:	$ 6,600
Income from enlargements based on an estimate of an average order amounting to $20.00	$ 24,000
Less cost of approximately half of retail price of work (costs may well be lower)	12,000
Contribution to profit:	$ 12,000
Convocation photographs:	
Income based on sales of $10.00 average to half of the number of students graduating	$ 6,000
Less cost of photographing every student and making 5" x 5" proofs in colour: a) film - 110 rolls @ $1.50 b) processing and proofs @ $4.50 c) enlargements @ $2.50 average	
total	$ 3,660
Contribution to profit	$ 2,340

Total contribution to profits:	$20,940	
Fixed Expenses:	10,000	for photographer's salary
	5,000	for secretary
	2,000	operating expenses
Profit available for capital	$ 3,940	

Additional Sources of Revenue

1. Rentals

Most union buildings have meeting rooms, dance spaces, and a number of other spaces. Careful programming of these spaces can produce extra revenue for the union. The summer session is the time when a good union director can be especially effective in using his entrepreneurial talents. Rentals of dormitories and university-owned accomodations is sometimes successfully handled through the union.

Most unions operate below capacity during the four summer months while salary and overhead expenses continue. One way our union has managed to raise revenue during the summer is to let local tourist bureaus know that we will cater to conventions, dinners, and casual meetings. This approach has enabled the union to collect about nine thousand dollars per summer in rentals and associated revenues. I say "associated revenues" because having people in the building tends to increase the volume of food service, vending, games room, ticket sales etc..

The union's inventory of equipment items is frequently in demand by fraternities, civic groups, business etc.. A reasonable rental rate for projectors, lighting, tables, chairs, and such items is a simple method of raising money.

2. Housing

With an ever-increasing population and increased enrollment at most universities, there is often a perpetual housing problem. In many instances the university attempts to solve the problem by building residences, finding outside accomodation, or limiting enrollment. This ever-present demand for housing is something which can be of interest to the union.

When university residence halls are built they are often constructed to standards which satisfy the university but are expensive to the student. In any case, there is a demand for low cost accomodations which have few frills and few regulations. Such an experiment was carried out by our union during the past year with some interesting results. A centrally located, older building was acquired by the union for one year. Rooms were cleaned and furnished with second hand furniture and each room was rented for approximately three hundred and fifty dollars for the university year. Stoves and refrigerators were supplied to three kitchens in the building. Plentiful, low-cost student help was used to perform the necessary work. The outcome appears to be the provision of thirty places this year and a resultant profit to the union of about fifteen hundred dollars.

3. Transportation

If one looks about him, particularly in the summer months, he will notice many many young people on the move. Students appear to be more mobile and moving farther afield than ever before. The union can take advantage of this by offering students a variety of travel packages. In the case of small unions, this can be done by making a financial arrangement with a travel agent. Larger unions can actually arrange charter flights, tours and travel programs of their own. Remember that the travel part is only one revenue element. Also to be considered are international student cards, sale of travel booklets, travel insurance, and a host of related items which can be put together in an attractive package for the student.

In Eastern Canada a student-run and student-controlled agency with a professional director has established a highly successful travel program -- both in terms of service and in financial returns to college unions. Last year each college received approximately eighteen dollars for each student from his university who used the charter flights.

4. Lotteries, Raffles, and Bingo

Laws vary from state to state and from province to province with respect to the legality of lotteries, games of chance, bingo, and similar games. If one were to generalize, I suppose he could say that normally the law lacks interest in non-profit organizations running bingo games, an occasional casino day, and similar activities. Most organizations operate some kind of draw on such sporting events as the World Series or Stanley Cup. Depending on the local situation, this could be a field well worth examining.

5. Summer Contracting

Summer contracting could prove to be one of the best and most significant items to reach the college union scene in recent years. Two enterprising young students came to me a couple of years ago with the idea that it might be a good idea to have a look at summer contracting as a project. (After all, there were many people looking for workers to paint, clean, mow lawns, remodel, build, and repair any variety of items.) The idea sounded as if it had merit and the first year of operation began on a small scale with an average of twenty students employed for the summer. The second year this number was increased to about forty students. Next year, with government support, the number could reach two or three hundred. All of this is bringing money into the students' pockets and, if run properly under union auspices, will return a good sum to the union coffers. Again, good management is the key to success.

6. Printing and Publicity

Practically every union has some sort of printing and publicity area. Even campuses with university print shops require some means of printing their own material. (The reason, of course, is that the campus printing centre usually takes a day or two to get printing jobs done.) The union, with its large student population, often requires printing on short notice, after working hours, weekends, or at other times when the campus print centre is inoperative.

The union should examine the needs on its campus and decide what role it can play in meeting printing and publicity needs. Each local situation will vary and it is impossible to make generalizations about this subject. I can say however, that our own union operates a printing and publicity shop of modest size and employs a full-time man and a number of part-time students to do the work. A break-even price list of items follows.

OFFICE SERVICES

PRICE LIST

Printing

Paper:

8 1/2 x 11 White	1/2¢ per sheet
8 1/2 x 11 Coloured	3/4¢ per sheet
8 1/2 x 11 Coverstock	3¢ per sheet
8 1/2 x 14 White	3/4¢ per sheet
8 1/2 x 14 Coloured	1¢ per sheet
11 x 17 White	1¢ per sheet

Stencils

Offset A/M	15¢ each
A.B. Dick	15¢ each
Cutting Charge	$1.00

Posters

Bristol Board:

22 x 28 White	10¢ each
22 x 28 Coloured	15¢ each

Banner Paper:

24" Wide	1¢ per foot
36" Wide	2¢ per foot

Spray Paint:

Regular	$2.25 per can
Fluorescent	$2.50 per can

Markettes	$.60 each
Labour Charge	$1.00 per hour

(Subject to change without notice. Cash and carry for all non "A" organizations.)

7. Miscellaneous

A number of revenue-producing innovations appear to be successful in some unions. The areas of activity include:

Sweet Shoppes -- the old-fashioned bulk candy store can yield a 40% return on sales.

Ice Cream Parlors -- the return to the "olden days" is continued from sweet shoppes to ice cream parlors. Perhaps this is worth looking at.

Contraceptive machines -- usually a controversial item but one which can yield a good cash return.

Jazz and suds -- a jazz band and beer for resale has been made a weekly event at my union. The house is always sold out.

The Economics Of Guest Hospitality

LESLIE W. SCOTT
Vice-Chairman
Fred Harvey, Inc.

When I was invited last December to participate in your program I accepted with alacrity but it was just a week ago that I got around to preparing for this meeting. Imagine my shock when I read the topic "Economics of Guest Hospitality -- or How to Take Care of People." It was like facing my first logarithm. After chewing on that for awhile -- and trying to determine what it meant -- I called Truman Wright to see what he had deduced from the title. This turned out to be no help as he tossed the ball back to me. Then with growing concern I called Mike Dmochowski -- no help. Then Lyle Curtis -- no help. Finally I reached Ernest Christensen en route to The Greenbrier who told me that it was meant to be contradictory -- that he wished me well -- that I should be limited to ten minutes -- that this should be no problem as the greatest speech in American history only lasted four minutes and fifty seconds. It was the Gettysburg Address. (As though -- as an Illini -- I didn't know it.)

As I see it the fundamental *economic thrust of guest hospitality is to take proper care of people.* Without this premise there can be no basis for even being in the hospitality business. Unfortunately, and in all of our service industries, we seem to have lost sight of this fact. But unless we can restore cordiality, warmth, and hospitality in the service areas our businesses are going to decline. This is a truism today when we note the total hospitality sales market expanding this year by 8% while thousands of individual operations are floundering. This is just one more of those shattering truths we are going to have to accept. And if we delve more deeply we will be further shocked to find it is related to our own attitudes and performances. It is a tragedy that as the nation's hosts, we who are steeped in the concept of hospitality have let it happen to us. All of us in the hospitality field, even though we may not feel we are individually vulnerable, are being blamed for inadequate and surly service. And believe me, this includes you and me.

I deplore, as I am sure many of you do, what I find today in restaurants and hotels. A recent *Wall Street Journal* front page story said hotel and restaurant service is going from bad to worse. In case you think you are not involved, the several union operations I have visited in recent months suggest that the trend is even more accentuated.

The reasons given, of course, are many. Included are "good help is hard to find;" "the unions will not permit us to really supervise;" "students (and guests) don't want good service;" "we can't afford it." At the root of all these rationales, of course, is the manager who is failing to retain the proud tradition of hospitality and who is failing to treat his patrons as guests. Consequently, his employees follow his example and the vicious cycle ends up with an unhappy guest and, ultimately, an unhappy host.

Much of the problem really stems from the exhaustive demands of crisis management. The union director is badgered by the dean of students, by the student council, the vice president for business and finance, the head of auxiliary services, and anyone else who can lay hands on him. He devotes his 12 hours a day to putting out fires. As a result, he has lost sight of some of the fundamentals of his role. No longer is the college union "the living room of the university." The host-guest relationship no longer prevails. No longer are programs and services provided without charge for the students so that they will come to the union to participate. No longer is the director's role considered an integral part of the educational process. Instead, the director has become a custodian or a shopkeeper.

If all of this is true -- and I believe it is -- the union director has been as much at fault as anyone else. He has participated in almost every step of the deterioration and he cannot escape the results. In my opinion, the cycle is now completing its downward swing. It can move upward if you are willing to completely reevaluate your role, your program and your facility.

Our National Restaurant Association has become so concerned about the hospitality industry image that on February 18th we announced the "We're Glad You're Here" program. This image building program is to continually emphasize hospitality; service; and atmosphere. This program will be greatly accelerated during the balance of 1971. The $46 billion food service industry will place its full power behind a nationwide program aimed at creating a resurgence of the American tradition of hospitality and cordiality.

The program was conceived by the NRA because we believe the country needs it to counter the tensions which have engulfed us all.

A deliberate and massive effort is called for to brighten the mood of the public. As the nation's hosts, and as members of the food service industry, we are perhaps the best qualified to undertake such a program.

The plan is to stimulate a restoration of cordiality, warmth, and hospitality in our society. In short, to make people in the food service industry (and ultimately all other industries) courtesy conscious.

Actually, the idea is simple. It involves getting thousands of businesses in food service, lodging, travel and conventions -- as well as the millions of people who work for those industries -- to strive to improve the way they deal with the public. Whenever people greet people, the goal is to have them say, "We're glad you're here!" And then *prove it* with *courteous treatment.*

I invite all of you to participate and for you and your staff to say and mean "We're glad you're here!" To say it, or wear it, or read it, or hear it, will be impossible without reacting with a smile.

Now let's recap. Let's discontinue "crisis management." Please sit down for an hour each day without interruption and think creatively and innovatively how you can improve your operation. Let's practice true hospitality. Let's restore the union as the living room of the university. Let's restore the proud tradition of host. Let's say "We're glad you're here!" And then prove it!

If you will do these things I believe you will find that the economics of guest hospitality will prove out, for as you take proper care of your guests your profits will reflect your sound management.

COMMUNICATE -- INNOVATE -- PARTICIPATE -- TERMINATE!

E. TRUMAN WRIGHT
Vice President and Managing Director
The Greenbrier

Les Scott has very ably opened this program with the same theme which I would have used having been handed the broad band of problems covered by the title of the session.

Les has adequately set forth the general deterioration which has taken place in the service industries in our country. As I have traveled around our country in the past few years I have become painfully aware of the fact that the employees of many service industries have either forgotten "how to take care of people" or have lost interest in doing so. Once the customer feels that he is not being properly taken care of he is apt to curtail his travel or dining out and then "the economics of guest hospitality" will become red ink economics.

Les clearly set forth the many and varied sources of suggestions and criticisms to which a director of a union or the manager of a hotel is subjected. I think to a great degree it is the same in any service business. His comments have perfectly set the stage for my remarks.

It takes more originality and creativity to plan and serve a menu of acceptably varied items at a college union than it does here at The Greenbrier or any public restaurant. While most of our customers spend from four days to a week with us -- most of yours are with you for four years, and some (faculty and administration) much longer.

The director of a union is frequently subjected to a deluge of suggestions pertaining to his operation and criticisms of present procedures. I assure you the hotel manager shares this experience.

I doubt if a doctor could design an internal combustion engine. Probably a clergyman could not build a television set. And only a very foolhardy attorney would attempt to operate a steel mill. Why oh why then do so many people think they can operate a college union, hotel or restaurant?

Our most serious problem -- yours and ours -- is people. The people of our staff and the people who are our customers.

If those who are on our staff will perform their duties in such a way as to make the union "the living room of the university" (as Les Scott suggests), and to make the hotel truly "the home away from home" (which we attempt to achieve), then our other problems, to a great extent, will take care of themselves. Those of us who are charged with the responsibility of administration will not be constantly busy "putting out fires" which are ignited as the result of the irritations of our customers caused by some lapses in our service or production.

How do we get our employees to "take care of people?" Perhaps there isn't any set formula. We have found over the years that building a team spirit or a "family" within the organization must start with a sincere personal interest in each employee on the part of supervisory and management personnel.

All supervisory staff and management officials should take the time, whenever it is required, to visit with each employee. The attitude and approach must not be paternalistic, but one of sincere and friendly interest. Employees should be encouraged to discuss their daily gripes as they occur. If employees know that the boss is interested and will listen, the great majority of what eventually become serious problems can be completely eliminated. Prompt consideration and adjustment to minor small irritants can avoid real trouble.

Once the employee is made to feel that he is important and that he is consulted -- that someone else is interested in his problems -- he then knows that he is part of the team. From that point on it is easier to develop his pride in the organization and he is then apt to have more interest in training programs and to be willing to accept suggestions for improvement in his performance.

Employee training is a constant and a continuing process. In our operation we hold classes of instruction for new dining room personnel, particularly those who come to us with no prior experience. An assistant headwaiter conducts training sessions for several days teaching the basics of setting a table and the different techniques of proper guest service. When he believes they are ready for a "trial run," we have the trainees serve the noon meal to the executive staff.

The housekeeping department has a similar training program for new recruits. New maids, for example, will trail experts for several days before being assigned any regular duties.

Our culinary training program (under the direction of Executive Food Director Hermann Rusch) has been in operation for fourteen years. We were forced into the program long ago because we could not find acceptable cooks. A 27-month course has been developed by Mr. Rusch which gives the traineee a thorough experience in each department in the kitchen and considerable time in the bake and pastry shops. Approximately 90% of our kitchen staff today are men that have had their entire food training with us.

The interested employee is always a better employee and we believe that his interest in his work will be directly proportionate to the interest which supervision and management clearly and sincerely show him.

Once we reach this point we believe that our guests will know that we are "glad they are here" and will want to return. This puts the "economics of guest hospitality" back in black ink.

What Does A Union Staff Do When A Crisis Comes?

C.D. SPIEGEL
Union Director
New York University

The university was a private, metropolitan institution offering the advantages of a great urban setting to a highly diverse student body. It enrolled more than 30,000 students at fifteen colleges and schools with six major campus centers throughout the city. Although the campus in question was the largest and considered by many students too impersonal, efforts had been made by the administration to overcome this situation.

The university had not been faced with student disruptions to the same degree as other local schools. In the fall of 1969 classses had been partially disrupted in one building for a week following the dismissal of a popular director of a black student center. The strife had not spread however and concerted efforts at communication between all segments of the university community had been productive. In this and other less explosive demonstrations, the student center remained open to all and often served as a strike central.

The student center was opened in September 1959. A high-rise structure, it provided student organization space, duplicating facilities, recreational and music listening areas, meeting rooms, dining facilities, an auditorium and lounges. The staff had always been student oriented and since its reorganization in January 1969, the student center policy board had been composed entirely of students.

The center operated under a tripartite structure. Maintenance was the responsibility of the building manager who ultimately reported to the vice president for institutional facilities. The cafeteria, the waiter serviced dining room and most catering were under the dining services manager who ultimately reported to the vice president for university services. The general administration of the center including space allocation, reservations, house supervision, coffeehouse, front desk and programming came under the student center director who reported directly to the vice chancellor for student affairs. The working relationship and communication among the three separate areas was excellent. Minor problems had surfaced on occasion since the maintenance staff was represented by one labor union, dining services staff by a second labor union and the remaining center staff not represented by any labor organization.

On Thursday, April 16, the university was struck by approximately 200 office and clerical staff in the placement service, library and scattered offices throughout the campus. The mail room was closed. Without the authorization of their union, the dining services staff in the center walked out. Some labor unions respected the picket lines. Without elevator service in the classroom buildings, many classes had to be cancelled. Students supported the workers and the center became "strike central." Although the cafeteria and waiter serviced restaurant in the center were closed, the coffeehouse continued to operate. At first there were strenuous objections by some student groups and cafeteria workers, but following discussions they supported the idea. Other services in the center were not affected.

The strike ended on Wednesday, April 29, and normal services resumed the following day. That day, April 30, 1970, an American task force of 10,000 soldiers entered Cambodia. Strike central shifted gears and began protesting the invasion and soliciting student support for the upcoming New Haven rally in support of the local Black Panthers party. The staff continued normal operation of the center and the director left the city to fulfill a previous commitment. It might have been a period of relaxing and reflecting for students and staff. But it turned out to be a period of working, recouping and reacting.

A special meeting of the university senate (a governing body composed of students, faculty and administration), was held on Sunday evening, May 3. Although formal action was not possible, the majority endorsed the proposal that there be individual school and college meetings from 12:00 noon to 2:00 p.m. on Monday and Tuesday to develop concrete proposals for directing the energies of students and faculty into contructive channels. There were also to be additional general meetings on Wednesday and a formal senate meeting on Thursday to review the situation at that time. The senate action was well publicized on the campus.

On Monday, May 4, it was learned that an ad hoc committee had scheduled a mass rally for 7:30 p.m. that evening in the main lobby of the center. That afternoon the news came that at approximately 12:25 p.m. the National Guard had fired into a crowd on the campus of Kent State University. Four students were killed and nine were wounded. The university community reacted with shock and indignation. The law school students immediately voted to suspend classes and to devote the remaining few days of the academic year to peace activities.

Approximately 1,500 people attended the rally that night and heard speakers from the student body, the faculty and the outside community. The speeches ranged from the very moderate to rhetoric intended to provoke violent response and action. Those urging moderation were either shouted down or ignored. One speaker, taking a more radical stand, moved that the speeches stop and the action begin with occupation of the center -- taking it from the administration and giving it back to the people. At this point the chairman of the union policy board gained the microphone. He announced that the center had been previously scheduled to be open twenty-four hours starting that evening for the duration of the academic year and that the staff was there to work with them. He was informed that since the center was liberated he no longer could say whether it was or was not open. It was then 9:00 p.m. and the rally ended with shouts that the building had been renamed "Strike Student Center."

After the rally some of the people formed workshop committees to plan further strike activities. Student offices were broken into and commandeered as strike central headquarters. The master sound control area was taken over as communications central and the duplicating area was renamed "Publications Central." A "strike student center commune" formed to remain in the building to manage the operation. Similar communes were later organized to manage two other buildings which were liberated the following morning.

A group of approximately 200 had left the center enmasse with the announced intention of wrecking the R.O.T.C. offices. Others at the rally drifted off. Of those remaining in the center (but not involved in a specific strike activity), about 100 seemed intent on proving to any who would watch or listen that the building had truly been returned to the people. If truly a people's center, then all within it belonged to the people. Of specific interest was the food in the coffeehouse and the candy and tobacco at the front desk. (Both areas were kept open by the staff.) The front desk was closed at 12:30 a.m. after three individuals jumped over the counter, knocked the student attendant to the floor and began throwing packages of cigarettes and candy to the crowd. The director had remained in the lobby during the rally and was present when the incident took place. He stationed himself in front of the closed desk and for the next forty-five minutes was harassed by those who felt they had a right to what they wanted. He continued to talk with them and to block their access.

The frustration felt by the director began to take effect. A threat to his physical welfare, though never really accepted as an actual possibility at the time, did force him to rationalize the situation. As the people continued writing on the walls in the lobby he walked away. When the next assault on the front desk came, the chairman of the policy board took up the challenge. At 1:15 a.m. the desk was broken into and emptied of inventory in less than fifteen minutes.

The center staff had often worked in unusual situations and though a liberated building was a new experience, it did not demoralize them. Administrative offices continued to operate and no attempt was made to disrupt them. Although three older staff members were asked to remain away, all other full-time staff reported for work each day. As each side became more comfortable with the other, some limited communication began to take place.

The main question that faced both staff and students was who represented the strikers. Although a strike coordinating committee had been established the first night, it never seemed to be able to coordinate the activities of (or communicate with) the various workshops, task-oriented groups, commune and staff. The commune and the staff jointly confronted the committee with their responsibility. Although the committee never was completely responsive to this problem, there was at least an attempt to work with those who were trying to keep the center operating.

High school students and the general public were invited to join the discussions held in the center. The building had often been the setting for non-university functions and the public attended many university events. This open invitation however, brought many "street poeple" to the center who had never before felt welcome. The center became the new in-place and often thirty or forty slept in various parts of the building each night. They became members of the commune and as student interest waned, they became the commune. They were given the responsibility of serving as security marshals by the coordinating committee. The law of the streets soon became the law of the center. This fact was particularly evident on Friday, May 8, and Monday, May 11, when unfounded rumors reached the student center that construction workers were marching on the area.

On Tuesday, May 12, the few remaining student members of the commune asked the director to take the center back. (He wanted to believe he had never given it away.) The director suggested that their offer might be only a token gesture, since the street people seemed to be actually in charge. They jointly agreed to return to the coordinating committee and to convince them that the center had to be returned to its original function if anything positive was to result from the strike.

The director of the center had been caught up in his own concern and though he thought he had been communicating his concern for and appreciation of his staff, he had not been really conscious of what they were feeling. Thursday morning, May 14, the associate director suggested a staff meeting. It was scheduled for immediately after lunch.

Returning to the building around 1:00 p.m., the director met a number of maintenance staff leaving. Directly behind them was the assistant building manager who noted that the university director of maintenance had removed the entire maintenance staff from the center. He did not know the reason for this action nor the whereabouts of the building manager. Upon entering the building, the director was questioned by some of his staff as to what might be wrong. They knew about the removal of the maintenance staff and were concerned for their own safety.

The supervisory staff were already assembled for the meeting but the director realized that he had to reach the director of maintenance before the meeting could begin. Since the director was unable to reach him directly, he did leave messages that it was very important that they talk. Approximately a half hour into the staff meeting, the director again tried to reach the director of maintenance. The secretary said she had been able to reach him and that he noted he would try to return the call. In frustration the director of the center called the vice president for university facilities who, though he did not have an answer, said he would try to find one.

A few minutes later the director of maintenance called. Obviously under pressure from the events of the past weeks, the director of maintenance was upset when the director of the center told of his call to the vice president. The director of maintenance suggested that since the inquiry was made to the vice president, the vice president should give the answer and hung up the telephone.

The building manager did not arrive for the staff meeting until after the telephone conversation. He explained that the maintenance staff had been removed when their union representative had complained of the harassment the workers felt they had endured. There was a threat to call their university union members out on strike if appropriate action was not taken.

The director of the center assured his staff that the building would be closed by 11:00 p.m. on Friday, May 15. He asked for their continued support and immediately set out to accomplish his promise. The night maintenance staff did report for work that evening at 11:30 p.m.

Representatives from the commune expressed sincere feelings of rejection. The street people had been called upon to handle security and to defend the center against the construction workers and in return had been assured understanding and cooperation. Now they were being cast aside. They demanded that the university live up to the commitment made by the strike coordinating committee and that, at the least, a facility be given to them to continue their commune. Without a place to go, they threatened to trash the center rather than leave by the 11:00 p.m. deadline.

The vice chancellor for student affairs had been quite successful in deterring students from untenable confrontations and in deterring the administration from calling in outside authorities. He argued against police action in this instance as well and instituted a search for an alternate facility. The search continued until 10:00 p.m. that evening. As it became more evident that a place would not be found, the vice chancellor suggested that it might be possible to turn the center over to the strike coordinating committee and then have the entire staff leave the building. The director knew that this might be the only solution even though the committee was not being effective and there were few students left on campus. He felt that if he walked out at that point, the previous two weeks would seem meaningless. It was 6:00 p.m. when the director called the chancellor.

The meeting that evening in the chancellor's office was a study in contrasts. The chancellor and his staff agreed to call in the police. The director met with the chancellor and a representative of the Tactical Patrol Force in one office while the vice chandellor remained in another office trying to conceive a better solution. Arrangements were made by 8:00 p.m. for a contingent of 150 members of the Tactical Patrol Force to enter the center at 11:00 p.m.

The three remaining students in the commune, two center staff members, the chairman of the strike coordinating committee and the director spent the remaining hours talking with the spokesmen for the street people. The use of police was not discussed but was assumed to be the final alternative. It was 10:00 p.m. when the assumed leader of the street people asked to use the public address system. He announced to the thirty or so remaining street people that all members of the commune were to pack their belongings and depart within the hour. He explained that the workers were afraid and would not report for work unless the building was closed.

The next hour was very much like the last day of camp. Each knew that it was the end of another experience. While most seemed glad that it was over, it was sad to end the relationships. One young man cried and refused to leave. The center had provided shelter and the commune provided friends. The street provided neither. Although the young man was talked out of the building by 11:20 p.m., he did not return to the streets that night. He was still sleeping on the front steps when the sun came up the next morning.

Non-Revenue Areas

WILLIAM D. SCOTT
Union Director
University of Houston

Despite the title in the program and the news releases, this paper will deal with only the broad aspect of maintenance and housekeeping.

The following will provide some guidelines, alternatives and possibly some help to new college union administrators. (Session #40 at the annual meeting will be excerpts from this paper and a position for discussion purposes.)

Let us first settle on terminology. Maintenance, as used in the paper, means total building responsibility and would embrace:

1. Housekeeping -- custodial forces and supervision.
2. Set-up -- special crew or custodial force. (Full-time or student.)
3. Preventive -- special mechanical and equipment checks and regular service.
4. Repair -- of mechanical equipment, furniture, paint, landscaping, etc.
5. Service -- projectionist, stand-by labor, extra effort, etc.

Next assume that the union director would and should be responsible for the building that he is to operate. Part of that responsibility is to work out a plan with university authorities as to whether or not the union:

1. Shall be totally self-sufficient in maintenance.
2. Shall be under the jurisdiction of the university physical plant.
3. Shall be divided (e.g.) housekeeping with union; air conditioning and mechanical with physical plant.
4. Shall be under the union director with assigned (and delegated) responsibility to maintain the building with the aid of the university physical plant and outside assistance as necessary.

Let us assume #4 will be adopted and planning takes up at this point.

Staffing

Maintenance Department Head

This selection may well be the most important staff decision the director makes. What other area of the college union comes to the attention of so many people?

If at all possible, this individual should be chosen first. In cases of existing staff, he should be chosen most carefully. The qualifications of this supervisor may vary greatly but he must have some experience in such areas as:

1) Mechanical
2) Plumbing
3) Electrical
4) Floor maintenance
5) Record keeping
6) Carpentry - painting
7) Supervision of people
8) Scheduling
9) Training
10) Budget making
11) Purchasing
12) Research

There seems to be a consensus of opinion that most skilled maintenance men who come up through the ranks do not possess the skills to handle a full department in all aspects listed above. What are the choices? They would seem to include the following:

1) Hire the skilled-knowledgeable individual and then hope that your training, maintenance manuals, seminars etc. will make him a complete department head.
2) Hire an engineer with ability in theory and knowledge of individuals. Depend on his ability and the budget to surround him with the necessary skills.
3) Hire the skilled person with understanding of his limitations and have him report to the staff member who can cope with the paper work of his department.

In the search for this individual, try to include some of the people who will work with him and who may have first hand knowledge of the skills and experience needed. It is difficult to determine where such an individual may be found. Do not sit back and wait for his appearance. Check out trained and available men from your own campus, large churches, hospitals, retired engineers, construction companies, etc.

Employees

Once the maintenance head has been selected, he should be involved in the development of his department including budget, personnel and procedures. In the case of an existing position, he must be provided a reasonable opportunity to "shake up" his department to meet his own methods of operation.

A department organizaion follows which specifies positions, job descriptions, work procedures, schedules, and an employee training routine for its employees.

Too often employees are hired because they are "warm bodies," available in the salary category specified. Unfortunately, this situation is realistic in many schools. Despite this, prospective employees can and should be screened (for work experience, physical well-being, job references, etc.) and placed on a training and probationary status. Do all you can to assist with training and guidance. At the end of the probationary period however, do not hesitate to release an unsatisfactory employee. It takes time (and often several "warm bodies") to develop a competent crew.

Training

Training of all maintenance employees is a regular and continuing situation. It must be assumed that all new employees need training unless their experience and work record dictate otherwise. The experienced individual is put to work and then his training takes on a new aspect: 1) to the job assignment, usually under the guidance of an "old hand" with briefings by his supervisor; 2) involvement in a program aimed at additional training for the purposes of upgrading by position, salary, recognition, or a combination of these elements.

For new employees with little or no skills, the ideal situation would be to assign the individual to a one week (or longer) training seminar where the "nuts and bolts" of custodial work are taught. Unfortunately, most schools do not have such a program available nor can they spare the manpower each time they have a turnover in personnel. What is the answer? It would seem to be a cooperative training program of all custodial forces on the campus, viz. 1) union 2) residence halls, and 3) general custodial maintenance. An average turnover can be determined and a periodic training period established. Make good use of any expertise available via commercial suppliers who are usually glad to help with a training program.

Once the employee has received basic training and has been assigned to the job, the need then exists to develop in him a pride in his work -- a sense of loyalty to the union building. He must be shown that he will be treated as a human being, that he will receive fair treatment and considerations in vacation schedules and work assignments. The staff must be ready to recognize good work as well as to criticize. Show a little friendship and make the employee a part of the union activities whenever possible. His recognition might well come as a result of a well thought out merit system. Remember: the custodian is the individual that sees the dirty side of the building, works the swing shift, is designated in the lowest pay echelon and probably has the least contact of anyone on the staff. Help make his job easier. Remember that custodians are people. They differ in appearance, physical condition, mental ability and motor coordination. Work with them as individuals.

Budget

There are very few union administrators who have not sweated blood over the operations budget. Most find that it takes 50% plus of that budget to properly maintain the union. Budget needs and income sources are as diversified as can be. The only advice seems to revolve around the need to learn the ropes of your school's budgeting procedure and go after what is needed by fully documenting your requests.

It would seem wise to consult your campus custodial department if you are doing a first year budget. Turn to your campus engineers for cost estimates on heating, air conditioning, lights, and water. Check standards on trash collection, paper costs, custodial supplies, equipment and outside commercial maintenance. The personnel department can supply you with salary estimates and restrictions. The custodial department can assist in determining manpower. A word of caution, however -- you cannot clean and maintain a union like a classroom. Where a classroom may be cleaned once a day, union facilities may need 2-2 1/2 times that much.

After the first year you should have your own estimates if you have a system of record keeping. Keep a weekly-monthly account of line item expenditures, recheck contracts let on paper, towels, etc., and keep an open need file for the next year. As some item of need (expenditure) comes up, write it down and drop it into the file. Make up budget work sheets and start preliminary estimates two or three months ahead of budget call time. Lay them aside, look at them, check with others, plan your next year's needs, get estimates, check the need file, start talking about salary increases, employee rating sheets, and above all, remain in constant contact with the union business office. Do not get the reputation of being a "budget padder." Justify your needs and they will probably be met.

Random Thoughts

- Maintenance vs repair -- good maintenance reduces need for repair.
- Your plant (union) is your reflected image.
- What are your objectives for union maintenance?
- A clean, polished entry makes a first and favorable impression.
- Your public cannot be served if poor maintenance necessitates a building shutdown.
- Your contract with the food caterer is an excellent place to spell out maintenance and housekeeping responsibilities.
- Do you know that 90-95% of the maintenance budget is labor costs?
- Research labor saving equipment and train employees to use same.
- Some commercial and research companies say that certain custodial employees operate at only 40% efficiency.
- Are you ready to take your guest to the back of the house?
- Remove damaged furniture immediately. Repaint dirty walls, scrub off writing on restroom walls.
- Despite some of our present day problems, most students react very favorably to pleasing decor and an esthetically pleasing environment. Let the building run down and you may get run over.

Non-Revenue Producing Areas: New Developments And Procedures

E. L. MORTIMER
Centre Director
Carleton University

I start this paper with the uncomfortable feeling that I have been politely but nevertheless firmly victimized by an indefinable "they." I find myself vaguely embarrassed and decidedly amused by the thought that I should be invited to sit on a panel and submit a paper which deals with the awesome subject matter implied by the session description.

Before I go any further let me say that one of the things that appeals to me about the Association of College Unions-International is its sheer professionalism, but having said that I find myself saying "my God don't we take ourselves seriously!". You see, sitting in my office in Ottawa (and having no chance to contact the other people who will be on the panel with me) I can't help but feel that the title of this session is unnecessarily imposing.

I can well understand that if one is running the sort of union or university centre which employes a large number of permanent staff, and which is concerned with a variety of matters such as indoor and outdoor programmes, camps, an art gallery, an extensive printing press and so on and so on, then one is probably greatly concerned with "current developments for the non-revenue producing aspect in administering the union building -- techniques used in maintenance, accounting procedures, purchased equipment and the type of personnel required to do the job most efficiently and economically by maintaining standards of quality."

At this stage in this paper I'm beginning to get mad, and I'm feeling bloody impatient and I want to finish this paper swiftly because I've got a darn sight more pressing problems facing me right now than coping with this type of subject. Of course one requires techniques. Of course one requires systems. And of course we must do the job efficiently and economically by maintaining standards of quality. Surely all of this is self-evident, but certainly all of it is commonsense. Perhaps if I were a Harvard School of Business graduate I might feel differently. But as far as I'm concerned, what the particular university centre at which I work is all about is people and the hell with systems for the sake of systems. At Carleton I am fortunate enough to have a staff of people who work with me who are all capable and devoted persons. We have basic systems set down for us in the way of accounting procedures. This was terribly simple because we paid our auditors to come in, talk with us before we opened the centre and set out for us a system of accounting for our monies. Our maintenance is looked after by the university through a maintenance contract service which comes in and cleans the place at night, and by day we have attached to us (for permanent duty) three members of the university's custodial staff. These three custodians are considered as much a part of the university centre staff as I am. They attend our staff meetings and staff social functions and they are encouraged to voice their approval and disapproval of any system or anything that goes on in the university centre whether it directly concerns them or not.

"Purchased equipment." Yes, we purchased equipment. We purchased an electric calculating machine for our accountant to do her sums on, we had our own account forms designed and printed, we had our own cheque forms designed and printed. (And very proud of them we are, too.) They required no expertise, save that which is implied by good old fashioned commonsense plus a modicum of forethought aided and abbetted by a degree of hindsight which we gained by looking at forms produced by our own university accounts department, as well as forms produced by some of our fellow Canadian university centres and student union buildings. We have the inevitable office machinery such as a photocopier, and we use (on a repayment basis) the Students' Association office equipment such as a Gestetner duplicating machine and a Gestefax stencil copying machine. We are a relatively small operation. Right now there are ten of us on the staff of the university centre, so we certainly don't need IBM computing machines nor do we need anything exotic (let alone erotic) in the way of filing systems. I stress again we are people oriented, and I am greatly opposed to any university centre which places systems before the people it serves. We amble along in a relatively cheerful albeit usually hurried rate, learning as we go, adapting our systems to the needs and demands of the users of the building, and sometimes finding that we should have thought of a system for something a long while ago when some of our well-wishers or critics point out that there is something wrong in our efforts in a particular area.

"People": now there is a nice word frequently bandied around today. Nobody worries too much about what it means -- it's just an in word to use and you don't want to think too much about it really because after all there are all sorts of other things to worry you such as what is the net useable footage of the university centre, and what is the cost involved when you consider that there are actually ten square yards of cement outside the front door that connot be put to a profit making use no matter how hard one tries. To hell with that! The "type of personnel" required in this university centre are rather special people. Apart from having a basic knowledge about how to do the specific job for which they are employed, they require a never-failing willingness to submit themselves to their own on-the-job training which they're certainly going to get whether they like it or not. They have to be tolerant beyond the dreams of the most way-out flower child; they need the sort of patience that would make Job appear to be a likely successor to Genghis Khan; and they require the stability normally expected of the Secretary General of the United Nations. For all this they receive very ordinary salary scales, very few thanks, an almost continuous hassling and a rash of internal ulcers which would melt even the heart of Heinrich Himmler.

Whoever it was decided to get me involved in this panel and to submit a paper, will probably spend a long time regretting the idea, for most if not all of thy papers that I have read at previous Association of College Unions-International annual meetings have been sober, reasoned and in my view unnecessarily academic studies of a variety of subjects. That is not by bag, and I certainly don't view my job as being the sort of thing that requires the mind of an accountant coupled with the business acumen of John Paul Getty. People are what university centres are about and if you choose the right people you don't have to worry too much about suitable systems. They'll follow just as night follows the day.

Student Involvement: Myth Or Reality

JAN M. CARLSON
Student Activities Director
Colorado State University

In order to begin to examine the area of student involvement it is going to be necessary to look at the mythology and contradicitons which are commonly held by many of us. Certainly one of our most cherished myths is that the phenomenon of student activism and involvement is somehow a unique outgrowth of the American tradition. In order to gain some perspective on this myth, it is only necessary to explore the archives of educational history to discover the antecedents of American activism.

The call, by students, for a great voice in institutional decision-making is neither new nor American. We can recall the student run and controlled University of Golonga should we wish to envision the concept of maximalized student power in action. The demand for using a campus and campus facilities for community and political activities may seem to be an innovation for American higher education, yet this too can be related to instances from the past. Prior to the Civil War, students at several northern institutions became involved in the abolitionist movement and used their campuses as centers for their anti-slavery activities. Although not a practice in American higher education, the use of a collegiate institution as a privileged sanctuary has played a part in European and South American politics. It was from these sanctuaries that students led forayes against the "establishment" and to which they could return with virtual immunity from the authorities. At various times and in various places, students have played an influential role in national politics. In Russia, before the October Revolution, students engaged in a wide spectrum of political activities from overt revolutionary acts to attempts at liberalizing Czarist rule. Student involvement has been evident in many nations and for many years as students have engaged in efforts to support, change or destroy the system of which they were a part. What we have been seeing on American campuses is another aspect of an ongoing process in which youth are expressing their desire to become involved in decisions which affect their lives.

In addition to the mythology of student involvement, there are contradictions inherent in the issue of student involvement. We may find a real concern about activism while at the same time bemoaning apathy. It is not difficult to envision an administrator expressing concern about getting students "involved" while several thousand students march upon the administration. We are anxious to have students involved, but we become reluctant when that involvement becomes intense. One of our favorite shibboleths in higher education involves the quantification of student participation with little consideration being given to the quality of that participation. Thus, when confronted by students demanding a greater voice in policy-making, we may respond by saying: "We have sixty (or whatever number is appropriate) students who serving on committees." This gives little thought as to the relevance or power of these committees.

Student Involvement -- What Level?

Basically there are three different levels of student involvement by college and university students. These are 1) institutional decision making, 2) volunteerism and 3) political.

The process of decision making on a college or university campus is certainly a complex matter. It is usually assumed that student participation on faculty and administrative committees is indicative of student involvement. There are two factors which, in fact, belie this assumption. The first of these is the fact that "old committees never die" -- they continue to meet long after their usefulness has past. Student involvement on these committees has very little to do with significant decision making. The second reason is that in general, few faculty and administrative committees hold any real power and those which do tend to insulate themselves from student in-put.

It is of little wonder that requests for students to serve on university committees fall upon deaf ears. Why should students serve on committees which can do little to change the structure or assist in the development of a meaningful education.

In order to gain a voice in decision making, students finding themselves (and their concerns) engulfed in a morass of bureaucratic committeeism are apt to turn toward more dramatic methods of articulating their concerns. The situation of student participation in university affairs is not a lost cause, but without some constructive thinking being done, it is certainly a grim prospect for the future.

Across the country, student enthusiasm for volunteer services has waned in recent years, although the Peace Corps and Vista programs still attract numerous students. At the local level, many institutions have become actively involved in community volunteer services which, in turn, have attracted a number of students to work with minority individuals, underprivileged children and the elderly. Yet all these programs are threatened by bureaucracy and the sluggishness which bureaucracy brings.

Enthusiasm for political activities has also been dampened by the recent attempts to gain popular support for candidates who are attractive to youth. The political system in the United States does not make entree easy for newcomers. Generally, this has been done by one powerful organization replacing another.

The issue of student participation in a number of significant areas has been blocked because students have become trapped in the bureaucracies and have been unable to discover the common cause or issue which might help shape a cohesive movement of *students and youth*. Without power, the student has little opportunity for significant involvement and those who do hold power have been reluctant to share this power with anyone.

Student Involvement -- The Role of the Union

It should be evident by now that I am not optimistic about significant student involvement and I am certainly not naive enough to point to the college union as a panacea for these issues. I do believe however, that the union may serve as a model which might be of value.

In most unions we do have some student participation -- most in the programming areas and some in policy matters. I would suggest that we begin a qualitative effort to determine if this participation is truly meaningful. I would suggest that we (students and staff) begin to examine our committee structure with a view toward the relevance of the committee rather than the philosophy of "we've always had that committee." I would suggest that we explore the task group idea on significant issues rather than turning toward our programming or policy boards. We in the union field need to be receptive to the concerns of our students and certainly should try to develop methods whereby the students can make a real contribution in the decision-making areas. We may not be able to change institutional behavior, but we can serve to model behaviors which are desirable.

The union has served -- and should continue to serve -- as an informational base and clearinghouse for volunteer projects. Staff and students, working together, could begin to utilize the resources and facilities of the union in community outreach programs. I would suggest that we begin to examine the possibilities that union programs need not be union-centered and that neither the union nor the institution is isolated from the community.

The area of politics is a complex one, especially in state colleges and universities. We have served and should continue to serve as a forum for political expression, yet active partisan activity may not be possible due to state regulations. I would suggest that there are a number of issues which transcend partisan politics in which we could become involved e.g. the war, minority rights, environmental quality, etc. I would further suggest that we, as staff, begin to seek involvement in political activities. Again these may be outside the scope of the union, but we also serve in many ways as models for our students and the best model would be an active and informed staff.

I fear that I lack optimism about student involvement. I believe that we have made it increasingly difficult for students to participate in most decisions regarding their own lives, both on and off campus. We have made gestures in this direction, but have for the most part failed.

Now it is incumbant upon us to begin to explore methods whereby student voices can be heard and a response made before their angry frustration is turned against the system or they silently retreat into an "I don't give a damn" attitude. Once again, the situation isn't hopeless, but it is grim.

The Partnership Concept: Dissent, Activism, And Student Involvement

DR. WILLIAM R. ROY
U.S. Representative
Second District, Kansas

The title for this session is a broad one: "The Partnership Concept: Dissent, Activism, and Student Involvement." But the subject is students, a group very important to me in a number of ways.

I have six children -- three in college at the present time. The atmosphere in which they are living and studying is of more than passing interest. Many of the disruptions of the 60's are not part of the environment I would choose for them, but neither would I want a return to the 50's, when telephone booth-stuffing seemed more relevant than the activities of the nation.

As a politician who would just as soon return to Washington in two years, students are also very important to me. The second largest university in Kansas -- Kansas State University -- is in my district as are several smaller colleges. I need and desire the votes and support of these students.

But the orientation of students seems unclear at the moment. And it's altogether appropriate that an association of college unions, around which so much of student life revolves, should attempt an in-depth look at what the patterns of the future will be.

The historian Herodotus, if he will allow me to paraphrase, once said something to the effect that the greatest frustration of man is to have knowledge of much, but control over little. I believe that situation to be at the root of much of the unrest that has afflicted our campuses in recent years.

Our young people today are the best educated, best traveled, most aware generation in history. From kindergarten on, students are drilled in the democratic processes of America and are given the opportunity to practice principles of majority rule and representation in numerous school clubs and organizations. Students are effectively taught the theoretical base of our government. Indeed, this has gone on for decades.

What has changed, however, is student awareness of the way things actually are. Television, the eternal visitor in our midst, has presented graphic proof, time and time again, that all men are equal but some are a little more equal; and that while we store farm surpluses, some people in this trillion dollar economy go to bed hungry.

And our young people ask: "Why?" Why do the theory and the practice differ in so many respects? And infused with the idealism of the young (which has always been with us -- some of us "older folk" here probably remember a radical activity or two of our youth), they refuse to settle for the answer that is given so often: "Because that's the way it is." Or: "These things take time to change."

In the 60's we saw students try to narrow the gap betwen theory and practice. And usually they did it in amateurish, sometimes foolish ways. In most instances they weren't too successful, and they became more frustrated. In their frustration, they sometimes turned to activities that should never be condoned, for whatever purposes. There were bombings and riots, and sometimes it all ended in death. The last few years have been tragic in many ways.

But there also seemed to be hope. Students ganged up, and somehow pushed Gene McCarthy to some success in the Spring of 1968, and suddenly students, with all their knowledge, began to feel that perhaps they could exercise some control after all. Indeed, there began to be a partnership -- students and politicians and citizen groups. Those with really long hair stayed in headquarters because they wanted to win, and they knew this was the best way to do it. This was activism, and this was dissent, and this was student involvement. And the whole system benefited from it.

Unfortunately, the latter part of 1968 was not so healthy. Chicago -- if I can get by with one youthful expression -- was a bad trip. And the kids turned off.

It's not 1971, and we aren't having any campus riots -- which is definitely a good thing -- and we aren't having much real student political activity -- which is not so good. We are in a hiatus, a period of suspended animation, perhaps a period of transition. It may be the result of futility, discouragement, and exhaustion. But I hope it is something entirely different than that. I believe that in a sense we have reached a new plateau of maturity and that we are gathering on that plateau for a period of re-evaluation, rest, and renewal. I believe the articulate, the devoted, the aware and non-violent leaders of the 60's are still with us. And I hope they see and react to the political situation in which we find ourselves today.

I think the McCarthy campaign has, in many ways, meant a new era for students. They showed they could be effective. But that was a hasty blitzkrieg type of thing. In politics, such efforts don't usually carry the day. Now, today, March 24, is the time for students to begin organizing. And there is an issue right at hand which should fire their imaginations as to 1972.

I see tremendous change coming about because of a landmark decision by our Congress to permit 18, 19, and 20-year olds to vote in national elections. And I am lending my support to the effort under way in Kansas at the present time to amend the constitution to allow these young people to vote in state and local elections.

The greatest potential blocs of informed voters to have ever been gathered in one common place are on our campuses. Students hold the balance of political power to blow out of the tub nearly every political reactionary or special interest group representative in office today. Students are the natural allies of reform-minded people of all ages, but especially of many of their parents who have turned away from a narrow political view to a wider political view with their sons and daughters.

And the resulting majority will be a real, although narrow one in 1972. Politicians everywhere know this and many are quaking in their boots. Those who have no reason to be confident of the youth vote know who they are and are busily covering their tracks and modifying, obfuscating or reversing their positions.

The scenario that I see is the organization of wide voter registration drives on all campuses. James Reston recently devoted a column to the "power of the ballot," which he terms one of the "two most effective instruments of protest." (The other instrument, the power of the purse, is very limited for a variety of reasons.) What is needed, says Reston, is work on the "complicated, tedious, and important business of organizing a massive registration at home and overseas." To further quote Reston: "University students, for example, seem to be complaining more than they are organizing, though the need for organization there, because of the complicated residency requirements for the various states, is *greater than most other places. No doubt this will* change by the autumn term, but the sooner there is a demonstration of massive registration, the sooner the political consequences of the present war policy are likely to be noticed in the White House."

I feel that union and university involvement in this should be total but nonpartisan. Union and university cooperation at campaign time should be total and again nonpartisan -- though you can anticipate criticism much like the media now receives because politicians are both by nature and by reason paranoid.

Such involvement in state and national politics will be an entirely new ball game. And in this new partnership of school and students and reform groups there will surely be times that those of you associated with unions will wish you could deal with the simpler problems of campus unrest only.

The 18-year old vote could be a world-changing event -- not because of the inherent wisdom of 18-year olds on campuses or off, not because of their great guidance by teachers or politicians, but because of all that has come before and the point at which we are likely to arrive in America in 1972.

This is likely to be a point pregnant for change, a point when war, technology, pollution and population are combined with an awareness and system of communication and government whereby we can indeed enter our third century as a revolutionary nation. I can foresee a revolutionary America leading a world revolution whereby the dreams of all men for justice and quality, dignity and freedom, but most of all for a world free from the tyranny of wars among nations, will be realized.

This is a huge responsibility for anyone to even to be asked to share -- but the people who bring about such changes may well be the same young men and women who pass through our college and university unions each day.

I hope this conference is successful in increasing the ability of unions to effectively help guide our students. And I'm grateful for the opportunity to help you in your effort.

A Personal View

RONALD BIFANI
University of South Carolina

After long and careful consideration on the subject of "Student Involvement, Activism and the Partnership Concept," it finally dawned on me that I am not really qualified to write on the topic. So, instead, I decided to give my own personal view point (a student's viewpoint) on activism and student involvement.

To begin with, I hope that I don't upset anyone with some of the views that I will present today. I am not a radical or an activist. In fact, I consider myself to be one of the typical, run-of-the-mill students. But nonetheless, every student has his own ideas whether he actively demonstrates for what he believes, or whether he just stands by and looks on with favoritism or disgust.

I believe in a policy of "sharing." This policy is one in which the students, administration, staff and faculty share the responsibilities of running the university. When each of these groups is responsible to each other, each must, in turn, receive praise when it is deserving, and accept responsibility for mistakes when they occur. Many times I have seen a university having every type of programming, policy, advisory, or "whatever" boards still creating issues which result in confrontation because it failed to be responsible enough to listen to the students on thesy boards. The administration or staff does not feel that they are responsible to the student (which in fact may be the case), so they do that which they feel is necessary and right and find themselves facing a campus-wide confrontation, which, in the long run, results in a compromise. I don't mean that students should participate in every facet of campus business such as maintenance, purchasing, etc. I'm talking about facets which involve the student community -- his recreation, curriculum, housing, free time and outside interests, food service, personal rights and the like -- things which bear a relationship to the student. These are the areas of concern. These are the areas which continue to confront every university administration or faculty. These are the areas which cause the protests, demonstrations, and radical movements. These are the areas which affect students most. Finally, these are the areas which we should explore in an effort to resolve problems before they lead to serious disruption and perhaps death.

As earlier noted, I believe in a policy of sharing. Is this approach practical? Very practical, I feel. It is a positive method whereby one can become acquainted with students who are genuinely interested in the student community. It is a source for student level communications -- where the hierarchy can realize student needs, ideas, concerns and opinions. Such a policy can help avoid potential trouble by the simple fact that if a student makes a rule, then he will probably adhere to it. It avoids difficulties because all boards and committees will be comprised of members from all areas of the campus community -- each will be able to hear the reaction of a policy from another before that policy is presented to the entire university community. Policies can be worked out and everyone (well, almost everyone) can be satisfied instead of starting with a confrontation and working backwards.

Also, I believe in the peace movement. Violence, especially in 1969 and 1970 hit many campuses and made a number of people aware of student views. I feel we will see more violence on campuses around the world and particularly in the United States. However, now is the time to try to solve the problems we face before Spring arrives.

Our Dean of Student Affairs once asked me if I thought that it was right for students to take over the administration building on our campus or destroy its documents? Being part of the peace movement, I found myself going against my own ideals and told him that I thought it was the only alternative left for the students on this campus. Our very conservative administration and faculty would just not listen to anyone. So, along with the Kent State incident, troops to Cambodia, police in the union and the "issues of the day" there was violence. Even though I (a "peace monger") did not feel that it was right to do anything destructive, I found myself approving of the destruction of the administration building and the harrassment (by students) of law enforcement agents who reacted hesitantly before any trouble had started. I did not involve myself with the "action" but I did approve. And many of my cohorts who had been involved in the peace movement also began to approve and to realize that this was the only way to become recognized by the administration. It was too late for peace and nonviolence. Someone should have acted sooner. If a "sharing policy" had been in effect, 3-4 days of violence might not have occurred.

Is there a better way for a student to get something done? There must be some definite way to get things done when a crisis arises. People often suggest using the proper channels. But too often the administration delays or suggests that it doesn't know "what's happening." Such a response is frustrating to the four-year student who is in a rush to get something done before he leaves. I realize that four years seems like a long time, but to a large organization like a university, it takes that long to get something approved.

I think that your campus administration should make the student aware of just how long it will take to get whatever it is he wants done. Sharing implies reciprocity.

I feel that a "sharing policy" is about the best policy that any university aware of progressive change, can initiate. Such a policy is a compromise in itself. With the right combination of committees and boards, every facet of student, faculty, and administrative interest can be represented. With representation and communication, there can perhaps be a better relationship among members of the campus community.

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Labor Unions And Labor Relations In The '70's

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When labor unions organize employees on your campus and in your union, will you be prepared to respond to anticipated labor relations problems? Labor unionization of campus employees could be a part of the seventies. How will you react? When it happens, be prepared; be ready to participate; be ready to work and be informed.

Have you asked yourself some of these questions?

1. What is the university's policy on negotiating with individuals, groups or organized unions acting in behalf of employees?
2. Is there a central agency or department on the campus which has been delegated the authority for recognition, establishment of negotiation procedures, and settling of contractual agreements?
3. Are there unions currently representing employees on campus? If so, in what area of job classifications?
4. If there is no central authority for bargaining, what is my responsibility in participating in wage negotiations?

Because the University of Illinois has a long history of negotiating with labor unions, a review of policies and history of labor union negotiations at Illinois may be of benefit in analyzing union problems on your own campus.

The Supreme Court of Illinois has defined the status of the University entity as a public corporation created for the specific purpose of and endowed with the necessary powers for doing all things incident to the operation, administration and management of the University of Illinois. In a 1943 court case (People ex rel. Board of Trustees vs. Barett, 382 Ill. 321), it described the relationship between the university and its employees as follows:

> "It (the university) has no employees. Its employees are employees of the state. Their selection and employment, however, are powers committed solely to the corporation. While the state legislature has no voice in the university's internal corporate affairs except indirectly by curtailing its appropriations, the state legislature may act to enlarge, restrict or alter powers which have been conferred on the university by enabling acts. One such act created the university's Civil Service System, an entity separate from the university but with functions directly related to the university's exercise of its power to engage the services of certain employees not exempted by the terms of the statute."

As outlined in the Civil Service Statutes, a university Civil Service Merit Board was established. Its powers include approving a classification plan for assigning class positions to jobs with similar duties; approving compensation ranges; standardizing work schedules, holidays, vacation and sick leaves; and prescribing examinations for the hiring of employees.

The Civil Service Statutes also authorize the right of the university to negotiate with its nonacademic employees (or their representatives) for the purpose of joining in recommendations to the Civil Service Merit Board for action concerning terms and conditions of employment.

With the guidelines as established by the state, and more specifically the Civil Service System, many points which might be controversial labor negotiation issues are answered or defined by the Civil Service System.

Included in the University of Illinois Policy and Rules covering nonacademic employees which have been approved by the Board of Trustees is a chapter on negotiations which delegates to the university Director of Nonacademic Personnel Services the responsibility and authority to:

1. Approve the granting of recognition to employee organizations.
2. Establish general procedures for negotiation.
3. Coordinate all campus negotiation activities.
4. Endorse each negotiated agreement for signature by an appropriate university officer and for submitting each negotiated agreement to the Merit Board for approval.

Thus this centralization of responsibility, and authority to deal with labor unions affords a better opportunity for individual departments to take stronger stands on important issues. University Policy and Rules further state:

> "The university recognizes the principle of collective bargaining in respect to nonacademic employees. The university will grant exclusive representation to and negotiate with an organization of nonacademic employees when such an organization has been designated to represent them by a majority of 50% plus one within the appropriate negotiations unit."

In summary, through state legislative action and through its Civil Service System, the University of Illinois has been granted the authority to negotiate with recognized labor unions and has centralized this responsibility within one central agency on campus -- the Office of Nonacademic Personnel Services.

We might stop at this point to direct attention to your own campus. Has your campus formally established similar policies? If you don't know, contact the department on your campus which is responsible for salary and wage policies (or for department budgets) for more information. The campus legal counsel can be a valuable aid in researching existing legislation and giving expert opinion re: labor unions and existing university policies or practices as related to campus negotiation. A word to the wise: Find out for yourself -- don't assume or let a staff member of the university give you a "I think this is the policy." If you are going to be involved, you may have to become the expert.

If you have a central department which coordinates negotiations or if your campus operates on a system where various areas (e.g., housing, auxiliary services, etc.) negotiate independently from the rest of the campus, find out as much about the system as possible. The employees in your union may be doing similar work and you may be able to tie in directly with another campus department which may have been negotiating with a particular union for a period of time. There is strenth in numbers. A consolidated effort by all involved campus departments is essential. An understanding of your campus's different compensation plans will also be valuable.

At this stage in the paper, you are probably wondering when I'm going to talk more specifically about how to bargain with unions and how to work with them. Bear with me. As is the case with this paper, labor negotiations are a slow, boring process but the more information you have, the better off you will be in coming to a satisfactory and equitable labor agreement.

When a labor union representative approaches you stating that he is representing a group of your employees, determine first (through the university) whether or not he has in fact been recognized as an official representative of a particular group. Do not make concessions or accept his authority to conduct business on behalf of your employees unless he has been duly recognized by the university.

At the University of Illinois and as mentioned, all requests or inquiries concerning all union employee representatives must be channeled through the Director of Nonacademic Personnel. If you do not have a central agency, then those departments on campus which may be dealing with union rrpresentatives should meet beforehand to determine ground rules for bargaining.

When granting the union recognition, it is important to determine what type of shop will be maintained by the labor unions. There are various systems in which labor unions operate on campuses.

1. The University of Illinois operates on the open shop which does not require mandatory membership on the part of its representatives. Payment of labor union dues, recruitment and membership are strictly on a voluntary basis. No funds are collected or withheld from university payrolls. If the union represents 50% plus one of a particular classification, then all members will be represented and negotiated for in that particular classification whether union members or not.
2. A closed shop is one in which a potential employee must join that union before he can be hired for the job.
3. A maintenance-type shop is one that requires an employee to join the union after a designated period of time.
4. The fourth category, as is the case at Michigan State, is one in which joining the unions and mandatory payment of dues (which would be deducted from your paycheck) are requirements of the position.

If a choice is available, as has been the case at the University of Illinois, a non-required membership or collection of dues on the part of union employees is the most desirable from the university's standpoint.

Once it has been determined that the university or your department is going into negotiations with a particular union, you might consider several guidelines.

1. Be sure you know with which local union you are negotiating and what specific classifications of employees will be covered, i.e. waitresses and vending equipment attendants are not covered by Local 119 food service negotiations at Illinois.
2. University departments involved should meet in advance of negotiations with the union to determine a specific plan of attack which involves:
   a. Potential concessions and limits on salary increases which may be given.
   b. Language of specific items in the terms of employment which you as a group are willing to concede or may want to change.
   c. Those items which you definitely do not want to change within the union contract, with adequate preparation and documentation to defend your position.
   d. The necessary reference information on employees, rates, etc. should also be available so that the computing of costs and other pertinent data necessary to arrive at meaningful decisions are readily at hand.

Once negotiations are under way, there are several specific procedures which prove helpful:

1. Determine who will be the university leader or representative in negotiations. While other members may participate, all concessions, changes and recommendations should be channeled through a single university spokesman.
2. In renewing an existing contract, review and settle on the language of the contract before getting into negotiation of wages. Negotiation of wages tends to be long, tedious, and emotional. Once settled, participants are often too tired (or dissatisfied) to effectively rewrite the remainder of the contract.
3. Communication at union negotiations is important. When possible, select one person who will take (and send out in advance) minutes of the previous meeting. At the start of any subsequent meeting, review agreements that have been obviously made before going on to the next point.
4. At the time of negotiations, insist that you or your departmental representative be included in the negotiation and that no concessions or agreements on wages or working conditions be granted to the union until they have been approved by all affected departments.

Once a contract and agreement have been signed it will reflect the results of negotiations between the university and representatives of the union. It may take the form of a memorandum or understanding of collective agreement. In the case of the University of Illinois, it is not treated as a formal contract since it has not been forwarded to the Board of Trustees for action or signed on behalf of the University comptroller or board secretary in their capacity as corporate officers. This collective agreement normally runs for a period of one to three years. A great deal of time can be spent in union negotiation so a signing of a two or three year contract is desirable. In the case of the University of Illinois, most of the agreements deal primarily in salary and wage benefits and contain a minimum number of restrictive clauses. Working units are normally defined. Clarification on seniority, distribution of overtime, establishment of work shifts and definition of duties (and certain responsibilities of employees) are defined.

Once you have signed a union agreement, you may think that your troubles are over. This is not quite true since there are many attitudinal as well as operational problems you will encounter in your day-to-day operation.

Operational Problems

1. Agreements may establish fixed work schedules and changes may have to be approved by the union well in advance. Management flexibility may be limited in scheduling, i.e., set-up men cannot be brought in earlier than regular scheduled time and at regular rate of pay to handle an early, large conference set-up. Some agreements also limit the use of evening shifts.
2. There may be restrictions of duties through required specialization, i.e., only a painter can wash a painted surface or an electrician replace a light bulb. It is more desirable to have interchangeability and flexibility, i.e., kitchen laborers may serve as cooks during peak load periods or in case of absenteeism.
3. Agreements may establish rigid overtime requirements. This might include everything from minimum callbacks of up to four hours to payment of up to one hour for any time worked over the regular eight hour shift. Shift and overtime requirements may also be severe. (University of Illinois sound technicians will probably work 40% of their total operational hours at night or on weekends for banquets, meetings or student movies. The university is not allowed, however, to schedule evening shifts and must pay a double-time rate of $13.60 per hour. The expense of such a limitation is obvious.)
4. Agreements may require portal-to-portal payment rather than allowing the employee to report directly to the job at the beginning of the shift. The average productive working day (i.e. actually on the job) for a physical plant employee is often between five and six hours.
5. Some agreements may restrict the use of student, part-time, or temporary help. At some schools, if an employee is sick, the position must be filled on overtime rather than using an extra help employee. For peak work periods, e.g. large banquets, the union may restrict you to working extra personnel on overtime only.

Attitudinal Problems

1. Because a union may have signed for a higher hourly increase (i.e. 10%) than is budgeted for and received by other university employees, antagonisms between employees working in the same area or building may develop, creating internal problems and a decrease in productivity. This can also be a very real operational problem during years of limited salary and wage appropriation. High union wage commitments may cut into funds available for non-negotiated salary increases.
2. Union agreements may establish the one-rate system. One university this next year will have a minimum single rate for non-specialized food service employees of $2.75 per hour. This rate is paid to the old employee who has worked for ten years as well as to the new employee who just started last week, creating attitudinal problems. Normally, the dependable, long-term employee is the one paid a higher rate.
3. The selection of a union steward may cause attitudinal problems. It is important that there be a positive working relationship between management and union officials. Too often, a good employee will turn down an appointment as union steward because he feels that this will kill any future chance of promotion on the part of management. You may end up with a union steward who is more interested in battling management than working out legitimate problems. Usually, management is required to pay for time spent on union business by the union steward so that selection of a good man that you can work with -- one who will not abuse time taken off for grievances or negotiations -- will save you money and will promote a more positive attidude before management and the union.
4. Union requirements may make it difficult to lay off or fire sub-standard employees. Such action is not impossible but does require a more professional and experienced approach on the part of management. Morale and job efficiency is often lower when "deadwood" (as seen by good employees) is allowed to maintain a low work standard on the job.

5. When the union agreement requires that all employees join the union and pay membership dues, employees are sometimes antagonistic not only towards the union but also towards management for allowing the union to require membership.

There are many more related problems in the area of labor relations. What is especially important in any labor union and management bargaining situation is:

1. Management and union officials must bargain in good faith. Knowledge of state and university policies as well as local issues will reduce conflicts due to grievances.
2. The union must recognize the right of the university to manage its operations, and to plan, direct and control the policies and conditions of employment so as to operate in the best interest of the university. On the other hand, management must respect the rights and working conditions of employees.
3. Any system is only as good as the people involved. A positive but firm attitude is beneficial in dealing with union representatives.

PART THREE: Food Service & The College Union

College Union Food Service-A Unique Service

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The word unique enters the conversation quite frequently when one talks about college unions. Webster defines unique as "being without a like or equal," "very rare" or "uncommon." One hears the expression that each union is the tailored result of its own unique campus needs and interests -- a commuter campus is a unique one -- the food service operation has its unique problems. No two unions are alike and likewise no two campuses are alike because of size, location, tradition and other factors. Accordingly, unions and campuses are unique.

Back to the word unique as it applies to the college union food service.

1. Where else can you find a captive, critical and vociferous customer? Here we attract the freaks, the activists, the teeny-boppers, the dope peddlers, the unshod and -- we can't ask them to take their business elsewhere. Also the disturbances, destruction and arrests have made the townspeople wary of the union and the campus.

2. Where else can you find the administration subsidizing the food service? The eleven midwestern schools that compare financial statements show only one school operating in the black in this past year. Two years ago there were six, three years ago there were eight, and four years ago there were ten. Surely, not all of these schools have inept food service management.

3. Where else can you find an operation that doesn't know what market it is serving? When one substracts the number of residence hall students, the co-ops, the Greeks, and the apartment dwellers from his total enrollment, he will find his market to be quite limited. With our student market limited largely to the commuter, we find ourselves generally restricted to a food service that is a supplement to the bag lunch, a holding action, or a snacking service. Here we have a unique situation i.e. the need for a high seating capacity and a low average check. (I have already mentioned our townspeople being wary of the union.)

Are balanced diets what students want? I doubt it when I observe many campuses ringed with pizza houses, hamburger stands, taco shops, fish & chip shops and others. We find ourselves in a quandry because of a total change in customer eating habits. Hamburgers, pizza, fish and soft drinks represent the prime elements of our national cuisine.

Mini-meals represent a decided trend in today's menus. Changing life styles make the mini-meal practical as many families may not sit down to dinner but sup in front of the TV. Dad may be bowling while Mom may be out playing bridge and the children may be dining on their own. The mini-meal is a symptom of the crumbling traditional family structure.

I doubt whether students want balanced meals when I hear a TV commercial (sponsored by the Michigan Milk Producers) observing that 10% of our population (over 20,000,000 people) are not getting a balanced diet and may even be suffering from malnutrition because of "snacks."

Institutions and Volume Feeding, March 1, 1971 has some thought-provoking material in an article entitled "Is Eating Harmful To Health?" I would like to read two portions of this article. "The overfed and undernourished state of millions of middle class Americans worries nutritionists and doctors. Nutritionist estimate that 10% of the U.S. population is anemic. Paradoxically, 25% of Americans are seriously overweight, a condition that can lead to early death from heart, circulatory, kidney or other diseases. By age 40, most American men have an excess of cholesterol in their blood streams, that doctors suspect is a major cause of premature heart attacks. Of the 600,000 deaths attributed to heart disease every year, 165,000 fall into this premature category because they involve persons under 65." -- Wall Street Journal.

"The Heart Disease Epidemiology Study, conducted for the last 20 years in Framingham, Massachusetts, continues to publish its series of reports, and the latest describes its findings on cholesterol levels and heart disease. The amount of blood cholesterol had been previously correlated to the occurance of heart disease. This prompted the national switch to unsaturated fats (safflower oil, margarine, imitation whipped cream, etc.) What the Framingham study's biennial examination showed was that no correlation could be made between the amount of cholesterol eaten and that which reached the blood. Unfortunately, their results are not a pure mandate to eat what you will. How your particular body handles what fats you put into it is quite another question and no one yet understands the individual differences." -- MIT Technology Review. So, students as well as the American public are apparently ignorant about the subject of nutrition.

In a recent article, "Food Practices and Preferences of Some College Students" by Ann R. Stasch, Ph.D., printed in the Journal of the American Dietetic Association, Dec. 1970, a study was undertaken to determine actual food practice preferences of students at New Mexico State University and their implications for nutritional education. The study involved 394 students who were asked to list any foods they ate regularly to improve their health. Since there were no suggestions given on the questionnaire as to what foods should be, the answers represent the students own ideas. Most commonly listed were high protein foods (42%), fruits (25%), vegetables (21%), milk (19%), salads, apples, oranges (10%) and bread (10%). All of the foods listed contain some essential nutrient, indicating that students possess some knowledge about nutritional foods. In another part of this study, students were asked their preference for breakfast, lunch and dinner. Potatoes, corn, green beans, tomatoes and peas were mention by (4%) even though they were mentioned as eaten for health reasons by 21% of the students. In general, these students demonstrated a basic knowledge of good nutrition. Weakness in their knowledge of nutrition showed up in failure to drink sufficient milk and their lack of preference for vegetables and foods containing ascorbic acid.

How does the food service assist and complement the program area?

With the variety of food services available in most unions such as a cafeteria, table service, snack bar and vending machines, the food service cannot help but assist and complement the program area. It seems to me that the program area should do more to assist the food service. With an active union board and the many programs sponsored by other campus groups, there exists the making of a great source of potential food service customers. Unfortunately, these activities do not always mean increased activity in the food services. At Michigan State, I noted one evening that every meeting room and recreation area was filled to capacity with the exception of the food service areas. I believe, in general, that there is a definite trend away from organized activities with many union boards searching for a new identity.

What about food service public relations?

"P.R." is a difficult thing to pin down. As somebody once said, "P.R." is like a turtle on a stump -- it didn't get there by itself. Some of the required elements are 1) high quality food properly and carefully prepared with appropriate garnishes; 2) employees who are customer oriented -- who are pleasant, courteous, efficient and enthusiastic; 3) reasonable prices; 4) an atmosphere that is pleasant and conducive to dining. Recently, we mailed out about 90 letters to groups that had used our catering facilities during the past year to check up on our "P.R." In the letter we mentioned our fine facilities, noted how we were anxious to make amends if anything had been wrong, and solicited any other information respondents would care to offer. We were pleasantly surprised to receive 30 replies with no criticism of prices, one criticism on food quality, two on parking facilities, and one on campus unrest. The other reactions were most complimentary and mentioned budget difficulties. Our public relations appeared to be in good order but our business is still down.

How to explore avenues of cooperation between the union and other university operated food units?

Some unions have their food service responsible to the union director, some have their food service operated by a different univeristy department and others have their department operated by an outside firm. It would seem that a regular exchange of information could be accomplished by the usual methods of regular meetings, telephone calls and necessary reports on operational and financial matters. There are personalities and empires in this business as in most business, and some common ground must be found if a unit is to operate the way it was intended to operate. Make the first move! For years, the cry on university campuses (and everywhere food is served on a mass production basis) has been for interesting eating facilities instead of the cold, institutional atmosphere of most university cafeterias and snack shops. Somebody once observed that we have built stainless steel monuments to our egos. We have been greatly concerned with standard recipes, production, preparation, nutrition, color harmony, quality food and sanitation. Regrettably there has been too little concern for atmosphere and environment.

To hold business and attract new business in the commercial restaurant, it is necessary to redecorate every five years. Besides atmosphere, we must constantly recognize and act on changing food products, changing tastes, changes in equipment and changes in conditions related to employees. If we can't create markets then we should have a market survey to find out what needs we can fill. The general economic picture, combined with new life styles, a radical change in eating habits and tastes, the introduction of convenience foods plus strong labor unions are forcing change. Without change there can be no survival.

Merchandising The Student Food Menu

NED WELC
The University of Akron

Upon arriving at his new campus surroundings, the first question invariably asked by the student is "how's the food?" In one way or another, the food service program effects every student during his stay in school. His views of the costs and quality of the food help him to determine where he will choose to go for his nourishment. A.H. Maslow, an expert in the field of satisfaction and personality, believes that all of man's needs are arranged in a hierarchy beginning with basic physiological needs and working up to self-fulfillment needs. This means that a student's need for love, recognition, scholastic achievement, and friendship are inoperative when he doesn't eat regularly and adequately. If he is unsatisfied with his meal, it is extremely difficult for him to maintain his busy schedule. Realizing the importance of food on campus to the student, what factors contribute to an effective and meaningful food service program?

Food is the greatest socializing agent on college campuses today. A good deal of a student's personal relationships and informal associations are developed at meals. Mealtime may be the only time a student can relax between classes and homework. It is a time of enjoyment and should not have to be another "ordeal" of college life. The implication of this social factor is extremely important to the food service manager. It identifies to him what the student most wants from his university's food service program viz. relaxation and enjoyment. This means pleasant surroundings, quick service, and an informal atmosphere -- all important ingredients to providing relaxation. For a student to enjoy eating on campus, he must be offered a variety of foods at a reasonable cost but not a variety of quality! Viewing the food program as a social determinant also serves to remind us that food service means people

Because of the personal growth the student experiences while eating with friends on campus, the food service program should also be viewed as a type of education outside the classroom. This education centers around offering a great variety of foods throughout the school year. A balanced diet is, of course, an important goal of any food service department. But how big of a role does variety play in planning your weekly or monthly menus? Theme meals such as an "Italian O-sol-e-mio" dinner or a western style barbecue will certainly help draw attention to your food service program and also provide variety. A continuing effort is needed to achieve the necessary high level of variety. New types of food and serving ideas will not only create greater satisfaction on the part of the student, but will also promote greater acceptance of your regular food items. Many schools provide continuous variety while paying particular attention to desserts. College students are no different from anyone else in this regard: devouring a nice fattening dessert can be an enjoyable experience.

We have all heard the expression that meals should be more than just "food in your gut." I'm sure that we all realize the importance of providing wholesome food in our cafeterias and dining rooms, but I wish to look deeper into this expression to grasp the real meaning behind it. It is a too sad fact that our colleges and universities are all, out of both necessity and fault, too firmly involved in dealing in terms of aggregate numbers. Is it possible to think that by serving food to six thousand people in one day the food service department has done its complete job? This goes farther than the obvious need for a desirable level of quality coupled with a great number of servings. Are we meeting each individual's needs as much as possible? Some students, for instance, would rather eat alone or with a few friends, while others would rather eat in a large group. Instead of providing just tables for eight, then, why don't we provide some tables for four? It may be the type of change that pleases a great many disgruntled students.

My last point is certainly the most important. There is no reason in the world why the university cannot make a pizza or a hamburger just as well as the pizza shop or hamburger stand located on or near the campus. If this cannot be done, we certainly can't expect the student to eat in our cafeterias and dining rooms. This can be accomplished through efficient food service management and utilization of techniques such as detailed written recipes for everything from shrimp creole to breakfast donuts. These standardized recipes, especially for pastries, allow for continuous efficiency. This does not mean that creativity by the chef should be played down; it should merely be recorded. As you all know, high efficiency and minimal waste result in greater savings. Such savings can afford the opportunity for providing variety.

I firmly believe that the student would much rather eat his meals on campus than go to an off-campus restaurant. This is due to much more than just convenience. If a great many students choose to go off-campus to eat the same foods offered on campus (at relatively similar prices), something is definitely amiss with your food service program. The best avenue for improvement is thinking in terms of what the individual's needs are and how these can be effectively realized in your food service program.

New Methods Of Merchandising The Student Menu Of The 70's

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Today, with student unrest prevalent in almost every university, food service is being challenged as the one tangible item a student can attack in order to vent his many unrelated frustrations. This situation has forced many of us to take a look at our role and goals and to consider an entirely new approach to food service operations.

With the cost of operating a food service soaring upward daily (and student resistance to any price increase), it is imperative that a food service manager generate more sales to survive. This can be accomplished through the use of creative merchandising. As in any large successful business, today's college food service operator must develop a marketing strategy and a systems approach. This includes market research, merchandising control, short and long range planning, and experimentation with service, menu, and sale mixes until the most efficient, profitable, student-pleasing market approach is achieved. To demonstrate some methods of merchandising, I have prepared a slide presentation of many of the means we are using to merchandise our products, food, service, and pleasant atmosphere to the students, faculty and staff of Southern Illinois University.

Cafeteria

One of the greatest challenges in the food service industry is that which confronts the food service director in college feeding. He is constantly striving to develop rapport with the students whose schedules or temperaments are not compatible with formal meal service.

The time of a "profit only" operation of any university food service in now past. The dynamic growth of our universities and their seeming lack of sensitivity to student needs have caused many demonstrations and led to student demands throughout the nation. This has been caused in part by the lack of involvement by the student body in the planning and operation of many of today's food services.

In the past, many college union food services owed their existence to the fact that students' stomachs started growling three times a day. Most students (not necessarily by choice, but because of convenience and location) sought the ever-present union food service.

The role of food service today should be more than that of a food supplier. In addition to offering good food, it must become the social center of the campus and must allow for interaction between students, faculty, and staff. The menu should involve a change from the students' everyday needs offered elsewhere. Such a change should alert students to the fact that every day there will be something new and special to eat as well as imaginative changes in dining atmospheres.

There are various methods by which food services can make every day a special day. In the business world these methods are simply called merchandising. In a business sense, good merchandising makes good cents. I mean the kind of cents which shows on the bottom line of any profit and loss statement.

Most university food services serve fairly regular customers. In most cases, they cannot increase the number of customers to any great extent. With a fixed number of customers, the one way to increase sales and volume without raising prices is to merchandise properly to the present consumer and thereby create more sales.

The cafeteria line represents the most prominent opportunity for food merchandising. Here the prospective customer has a chance to see the food displayed and to purchase foods which capture his fancy. Accordingly, the method with which the food is presented will determine the customers' desire. For example, in a scramble system (where customers are not physically directed past the food lines), it is imperative that all food items be presented as colorfully and pleasingly as possible. This can be achieved by offering the customer a choice of several entrees, including possibly two roast items carved to order and a variety of desserts and salads. However, the display of quantity is not enough. Therefore, every opportunity should be taken to interest the customers in quality garnishes to complement food items.

Some examples of garnishes which can be used for food items are:

1) A thick slice of Bermuda onion, a tomato wedge, and green pepper slice on top of chopped steaks.
2) Colorful fruits around the roasts.
3) Lemon wedge, pimento strip, and black olive slice on baked fish.
4) Slices of lime or lemon on cream pies.
5) Minted cream leaves on cherry pie.

A garnish on food items is not the only method of merchandising. One of the most successful means of attracting business to the cafeteria or snack bar is to set the precedent of perpetuating promotional activities in these areas. Methods of achieving this include printing a continual promotional calendar, and introducing good showmanship into the food sales program.

In connection with the promotional calendar, still another effective merchandising technique is to display some timely entree the management wishes to promote later. An example is to run watermelon specials in January, strawberry specials in February, and a large torte cake promotion with ten to twenty kinds of torte cakes any time business is lagging. To make this type of promotion successful, the prettiest co-eds on campus should be used as servers.

Another way to merchandise effectively is to adapt products to collegiate language. For example, entrees could be renamed to fit the current trend of campus lingo. Menus should be based on foods that are known to be popular, and uncomplicated dishes that are easy to eat. While students should have graduated from "finger foods", they may be a bit uncertain when an item necessitates utensil strategy with bones or some other kind of ritual.

Table Service

Merchandising a successful university table service operation for the entire campus community presents many unique problems. Of major concern to our campus was the problem of encouraging student participation in a dining area which is considered the territory of "the administration" -- an area frequented almost exclusively by faculty and staff. To give the dining rooms a student image, we have used a manager and hotess who are young, attractive, and well trained. Uniforms for the student waitresses and busboys, specially designed and selected by the students, enhance their youthful appearance.

In other areas of planning, considerable effort should be devoted to making such space a mecca for the "now group" student. This can be accomplished through the use of decor, menus, and service calculated to intrigue and fulfill the needs and desires of the individual. A projected program should be initiated which includes student orientated promotions. Some of the promotions that can be executed are: sending personalized letters to the students inviting them to join you for dinner; the presentation of a dinner "theater in the round"; a special Mardi Gras evening featuring a New Orleans style menu and entertainment; and the use of a student professional pianist on selected days and evenings.

Weekly ads can be placed in the university newspaper. These ads can be cartoons aimed at closing the gap between the students' ideas of elegant dining and the actual purpose of a table service operation.

Another important merchandising approach is to offer personalized service. This simply means knowing the customers -- not only the staff and faculty but also the students ... their names, their likes, and their dislikes. An example of the rewards for this personalized service was illustrated recently when SIU had their first "Tele-day". Students who planned the program were frequent student customers. And one of the few television commercials (made at no cost to us) concerned our table service operation.

As is true with commercial operations, most university restaurants usually operate at peak levels only during the lunch hour and possibly during the dinner hour. In order to receive complete utilization of both the physical plant and staff, a program must be initiated which will fill the dining-room during other periods. To modify the eating patterns of customers, a special can be developed and offered during non-peak hours. For $1.00, one might offer a salad, a full course meal, and beverage. This special might be offered only between the hours 11:00-11:45 and from 1:15-2:00.

Merchandising of the food in the dining room can be accomplished by several methods e.g. having a student maitre d' prepare (at tableside) such items as Caesar salads, flaming beef kabobs, and flaming cherries jubilee. To increase dessert sales, an attractive dessert cart can be placed in the dining room where customers will notice it while being escorted to their table.

Another way to help table service sales is to develop a system whereby university personnel can entertain guests and apply the bill to their personal or university account.

Special Events

Many times food service is required to provide special facilities for events such as music festivals.

For this type of service, special consideration should be given to the clientele attracted by the entertainment offered. Some of the techniques for suggested advertising are as follows:

a. Coordinate an advertisement to appear in the program.
b. Advertise on shuttle buses.
c. Advertise on the radio, on television, and in newspapers. (A feature story on food service.)
d. Place a large signboard just inside the entrance of the main gate for the purpose of advertising the menu for the snack bar and buffet line.
e. Station barbecue tanks (attended by a chef in full dress) next to the sign. This type of showmanship should draw attention to the food and induce people to seek food.

Merchandising Through Automatic Vending Machines

Vending, or "automatic merchandising" as we refer to it today, has been accepted and used as the "stepchild" of the cafeteria and catered food services. Universities have been forced to supplement long hours of required service during non-peak hours through vending due to the seemingly endless spiraling of costs in manual food operations.

The trend of automatic merchandising is to offer the customer fast service with a sometimes acceptable product, and to produce foods equal in taste and appearance to freshly prepared food offered in a cafeteria. Efforts should be made to vend items in a properly designed machine which allows a product to be visible and appealing to the customer. Since food merchandising machines do not have the viewing capabilities of a cafeteria line, eye appeal becomes important after making a purchase.

Wherever large groups of people need food facilities, the greatest merchandising tool is people-to-people relations. The personal merchandising method greatly reduces the impersonal feeling generally engendered in the use of vending machines.

Convenience Food: Panacea, Pain, Or Both?

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If you will indulge me in this course of action, I would like to modify the announced program title of "Convenience Foods -- Using Them to Your Advantage" to the title "Convenience Food: Panacea, Pain, or Both?"

This liberty is being taken because I think you have heard this whole spectrum of convenience foods and their potential advantages argued, and re-argued, pro and con. Thus, it appears that it might be fruitful to change the emphasis from "using them to your advantage to "how can they be used?"

Isn't it true that by this time, you would have had to be deaf, blind and perhaps even a little dumb not to have some concept of what constitutes a good convenience food program and how it offers the food service operator the potential advantage of greater menu variety, controlled uniformity of product, reduction of waste, and reduction of labor, particularly skilled personnel? Speaking on the subject several years ago at the Denver conference, I suggested: "No food service subject has been more examined, and perhaps excoriated, in the past five years by the food service press, in conferences, or in conversations between operators, than has this matter of convenience foods."

The elapse of two years has not stilled the discussion as to the merits and demerits of convenience foods. Perhaps, as one critic has suggested, we "can make up in obscurity what we lack in style."

Regrettably, the debate has usually taken place from previously established fixed positions which have not been based on justification worthy of an educational institution or skilled technician. Actually, it appears that most of the venturing into the area of convenience foods has taken place as a result of pressures too overwhelming to deny. Perhaps it was the fact that trained personnel were not available, labor costs were escalating so rapidly that reductions in staff had to be made with dependence on the pre-prepared food for non-existent help. It is probably legitimate to generalize that most of the use of convenience food now taking place has been the result of some form of operational problem-solving rather than the result of a carefully considered plan. As one reviews this whole matter of the introduction of convenience foods, it is most legitimate to hypothesize that indeed change occurs only out of dire necessity and not because of an overwhelming desire to improve an operation.

Parenthetically, it seems to me that we ought to remind ourselves that too many union food services are in serious financial trouble. Perhaps our attitudes and failures with respect to a systematic exploration of the potentialities of a convenience food program provides at least a partial explanation why ever larger percentages of our instiutional food services are being contracted.

Whether you call the pre-prepared entree a convenience food or an efficiency food, one would have had to have insulated himself fully from the world not to recognize that, consciously or unconsciously, we have long been users of foodstuffs in forms that, because of a previous application of labor, have cut down on our input requirement -- such as canned foodstuffs, or a frozen fruit or vegetable. Thus, a convenience program does not imply all frozen entrees -- it should include canned, refrigerated, dehydrated, and pre-fabricated items.

For the purposes of this discussion, I would hope that we could accept the following as substantiated, or at least entirely familiar, information as a starting point for discussion:

1. There is a growing economic basis for eliminating inefficient on-site productio by skilled employees. A convenience program affords the opportunity to make changes in the labor force since we can eliminate many semi-skilled and skilled people from our kitchen.

2. There is genuine potential for elimination of substantial construction costs and of equipment costs by use of a convenience food system.

3. There is a shortage of skilled food service employees, the training of which and the employment of which becomes an ever-increasing luxury for every food service operator.

4. We as individual operators, in spite of standard recipes, do not have the control of product uniformity that we would like to profess, nor do we have the potential for maintaining this standard in comparison to the other manufacturers of convenience products available on the market today.

5. A convenience food system affords the opportunity to control waste, not only in terms of over-preparation, but in terms of a much more precise ability to match portions served to the guest with portions received at the back dock than when one deals with the miscellaneous assortment of items which must be combined to produce a similar end product.

It is interesting to reflect on some recent press comments to get a sense of attitude about this whole matter of convenience food. The following appeared in Nation's Restaurant News, June 22nd, 1970:

"Problem, Opportunity: Convenience Foods. Most operators are resigned to using increased amounts of convenience foods to keep costs down, but they are reluctant to make the switch, placing much of the blame on the questionable quality of the convenience items now available. But they also may not realize that most of their operations simply aren't suited to full convenience food feeding yet.

What they are doing recalls the early days of the steamship, when boats carried masts and sails as well as engines, because nobody fully trusted the engine. So far, very few people really trust convenience foods.

This wasn't the only conclusion drawn from the NRA workshops. It appears that many restauranteurs do not have a clear picture of what convenience foods are -- and as a result are willing to spend half their time defining terms.

It would seem that this time could be put to better use; the problems with convenience foods are not in what they are so much as what to do with them."

Or, again, from the February 15th, 1971, Institutions/Volume Feeding magazine (in the Convenience Food Report) we read: "Convenience food has become more or less the watchword for people in the food service/lodging industry. Sometimes the comments and connotations are favorable; more often they are not. Jack McCabe, principal, Management Advisory Services, Leventhal, Krekstein, Horwath and Horwath, has written to DFR in defense of convenience foods. He tells how to use them properly: 'A few short years ago when they first received publicity, convenience foods seemed to promise a short cut to success. And yet, in the time which has passed, some who have switched to these miracle-makers have found much to their regret that they don't automatically spell success. Whether the original problems dealt with quality or consistency, labor or space -- they didn't go away, or, for that matter, even get better. In a few cases I have seen the original problem seemed to have gotten worse, not better.'"

Mr. McCabe goes on to present several specific examples which, he says, could be, "anyone who has just plugged convenience foods into his operation without understanding them." The first was a large mid-western university, which switched to convenience foods to save space and labor, where McCabe makes these kinds of legitimate accusations:

"The trouble isn't hard to spot. The university didn't reduce its work force and continued to use its trusty main kitchen intact... The university was so proud of its progressive decision to institute convenience foods that it failed to develop a program for their use. The university uses the same space it always used, and hasn't reduced payroll costs one cent ... Mid-morning in the university's main kitchen, the cooks and about a half a dozen helpers buzz around a 30 foot long range battery, thawing frozen products and unloading them into sauce pans, pots, jacketed kettles, and perforated steamer baskets -- all on schedule the way they have been for the past 10 or 12 years. If they had stopped to analyze the impact convenience foods would have and how the products would be affected by existing work schedules and facilities, surely they would have seen the relationships, as subtle as they may be."

Frankly, I am in complete agreement with Mr. McCabe's statements and more than a little annoyed by the attitude which I find common in university food circles, "I'll use convenience foods if I have to, if I'm forced into it because I'm unable to get help or the economics of my food operation require it. But until then, I'm not going to change." The failure of our institutions of higher education to provide any leadership of a significant sort in this whole area of exploration of the new food service concept in which convenience foods play a critical role is a travesty on our educational role when one considers the pioneering role of enlightened exploration which is supposed to emanate from the ivy-covered campuses.

If one is to use convenience foods successfully, there is no question in my mind but what they must be used as part of a food system. This means that the use of convenience foods is put in proper relation to all the different areas and relationships of your food service. All of these elements are interlocked and intertwined and cannot be separated, either by error or omission.

Using a systems approach means that concentration must be on the whole rather than the parts. There must be a total plan. Essential to a "whole" concept must be the proper conversion of your own attitude to a total systems approach prior to the introduction of convenience foods.

One interesting potential bit of "fall out" of the study for a systems approach may well be a revision of the relationship of food services on campus, if they are not already a unified operation.

Let us briefly consider development of a total food service system concept and the six points I feel are vital to the effective establishment of a convenience food system.

1. Menu: You must start with the menu which is going to be the basis for your convenience program. Certainly the most important facet of a convenience foods operation is the menu. If the existing operation is going to be converted, the point of starting that conversion rests in re-tailoring the menu to suit the new operation using convenience foods.

It is assumed that cyclical menus will be used and that they will be designed for proper rotation of foods. In the process of planning the menu, you will quickly realize that going to a ready food program does not have the impact on menus you might expect, or, conversely, it is obvious that a very substantial part of present menus is composed of convenience, prefab or main course salad items.

Not only is the design of menu important in relationship to the variety of food you are planning to serve to your guest, but it is especially importan in the institutional field since the menu mix will dictate the kind of cost experience you have with your program. The menu design must be not only a food design, but a menu price design simultaneously.

With convenience foods, you can plan into your menu a wider range of items than is economical under a conventional program, since there is no reduction in productivity due to using smaller quantities of a great number of items and since the items you would be using were produced in large quantity-controlled batch production. Additionally, too, you need not suffer loss by virtue of having left-overs because of the wide selection, since, if you are properly utilizing the advantages of a convenience food system, at least toward the end of the serving period you are producing practically to order for the customer.

One is faced with the original "chicken and the egg" kind of situation, since it is not possible to totally and effectively plan a menu without knowledge of available products. Yet, searching for products without a menu plan is equally futile. I think it gets resolved by exposure to the type of product that is available, and then to carefully sit down and work out the cyclical menu after which a determination is made of which specific product manufacturer will be used for each of the menu items.

2. Food selection: With the menus in mind, it is possible to begin the survey of the market to select the source of supply for the particular item on your menu you are trying to purchase.

First, you must establish the quality standards that you are interested in buying.

On entrees, such items as ratio of meat to gravy, consistency of gravy, color, texture of meat, flavor of product, overloading with inexpensive vegetables such as potatoes, are all items that must be successfully covered in any product selection.

In our own operation, we are concerned with describing product content, which might in turn describe the size of the basic meat item e.g. the size of the meatballs, pork chops, etc., what other items are permitted in the product, and whether or not any restrictions are to be included for items not wanted. Establishing product standards includes:

1. Specifying meat content
2. Color and appearance
3. Texture and/or consistency
4. Flavor and aroma
5. Extraneous matter -- for example, free from bone or gristle
6. Packaging desired (It is assumed that in this particular area, you may be flexible enough so that minor variations from your standards may be accepted.)

Part of your specification may actually be your own menu recipes, since you may not find the product you are looking for on the market.

While it is possible to get some very credible manufacturers to produce your own particular formula of an item where the quantity is sufficient, the very process implies that either present quality is so poor that no product suitable for your use is available, or that you have been so uniquely successful in creating a recipe that your guests will be satisfied only by your own recipe. I sincerely believe that the current spectrum of available products is such that you will be able to find a manufacturer who produces a suitable product to substitute for that special recipe, or, at the worst, you can get the manufacturer to produce a variation of his basic recipe by leaving out or adding products, as opposed to total restructuring of their product. The truth of the matter is that an institutional formula cannot be followed in a commercial frozen food production line without proper adjustments to the formula to work successfully under the conditions faced in freezing of a quantity production item. The original recipe can become the standard of what the end product is like, but substantial adjustment has to be made in order to arrive at this kind of product in the commercial frozen production line.

A selection of foods is one of the very difficult elements of instituting any convenience food program. The problems which exist today are small in comparison to those which were present two years ago, since a number of the major manufacturers have actually improved their products consistently over the past few years, and there are more good producers free to serve you.

Institutions/Volume Food Management has, as you are undoubtedly well aware, a convenience food report in every issue which includes items of interest with respect to the general area of convenience food operation, as well as a convenience product file. Additionally, the American Hotel and Motel Association has a listing of all of the products manufacturers produce published annually under the title, "Directory of Frozen Ready Food Entrees." Perhaps the easiest starting point is to get half a dozen of your sister institutions to indicate the five top manufacturers with which they have had experience. It is my own personal view that a relatively small investment in hiring someone who knows what the ready food program is all about, if only to review what you have done, will be money well invested. And even greater dividends may well be yours if you seek to involve such an individual as you begin the total design of your system.

Even if you've been experimenting yourself, the procedure of cooperative solicitation among your fellow operators is not a bad suggestion.

Critical in the selection process for our kind of institutional work is the fact that it is desirable to establish a panel or series of panels which accurately represent a cross section of the guests to be served. As you are well aware, you will find that what is excellent to one person is terrible to another. Incidentally, just in case you have great reluctance in considering the use of products manufactured by others outside of your own kitchen, you might try inserting your own kitchen's product along with the others from which selection is to be made. In all probability, you will discover that your product isn't always the most acceptable. Obviously, in any test panel operation, care has to be taken to conceal the identity of your own product as well as those of the potential suppliers. If we assume that you want a cyclical menu over a period of, say, six weeks (and it would appear that 4 to 6 weeks is a proper cycle), you might find yourself selecting as many as 60 to 70 entrees, perhaps 15 vegetables, and eight kinds of potatoes. Here we see the kind of massive job of selection which faces one who is introducing a convenience food system. Remember that many different entrees have a common base, and that variations can be created by your personnel with little difficulty. Then, too, you will find that it is often much less expensive to combine convenience forms of ingredients to produce an entree than it is to purchase it in finished form.

While product selection is crucial to your program success, it should be remembered that directions and/or recipes must still be used (even for the ready items) which cover proper thawing, reconstitution, temperatures and time, and what altering or garnishing and service instructions are desired.

3. Equipment: While it is true that conventional existing equipment can be successfully employed to reconstitute convenience foods, the existing situation is simply maintained. You are then in a situation comparable to what you would have in a conventional food service if you were in a kitchen without a range, a kettle, a fryer, a steamer, etc. The plans for a convenience food service system properly executed should not permit taking an hour or more to reconstitute food. Reconstituted food should not be brought up to temperature and then held for long periods of time. Instead, products should be brought from refrigerated temperature to serving temperature ready for immediate use so as to insure maximum quality preservation and to minimize potential waste. This kind of flow to immediate use does mean that just using a conventional kitchen exactly as it existed is going to reflect lost motion and lost time built into the entire process. In many cases where there was no attempt to examine both the equipment and the relationship of this equipment to the service and its organization within the food service unit, people have blamed the problems on convenience food when it is rather the technique that is used. Many of you have pieces of equipment which are as much a part of any convenience food program as they are of a conventional food program. By studying what additional pieces of equipment you may need in order to have a perfectly synchronized convenience food program and to maximize effectiveness by location, one is improperly satisfying the equipment element for a successful program.

4. Layout: In discussing the equipment, we have mentioned the necessity to consider the relationship of equipment. Most important is that the equipment be placed close to the serving area (be it a service kitchen, or cafeteria line) in order to avoid the necessity of carrying food through a series of staging areas. In its simplest form, if it is possible to remove the food to be heated from the refrigerator and put it in the oven for reconstituting by the person who is serving it or the person who is helping to serve, you have accomplished the greatest possible reduction in labor, labor skill, and unnecessary motion. You have automatically adjusted the process of having reconstitution and use perfectly coordinated. In most of our application, it is probable that because of the volume of the product required to keep up with our guest flow, a reconstituting oven can't be immediately behind the serving person. Desirably, however, the oven isn't further away than the servery supporting that serving unit and conceivably a microwave unit ought to be installed behind a hot food unit for last minute emergencies, as the customer count dwindles off to the end.

Importantly, the change of layout can often be the compelling argument in deskilling various labor tasks.

5. Training: Even with the other four elements of the system design taken care of properly, one is going to have nothing but trouble if there isn't the proper training, both with respect to specific instructions of how to perform the required new tasks the convenience food program brings with it, and also in educating the employee to accept change and the advantages to them that the convenience food program can bring. In many cases, this really is a re-training job based on new job analyses which management must produce along with revised job descriptions and work schedules if a program of retraining and a convenience system is to succeed. Not only are we in management resistant to change, but it is probably true that the less the education, the more frightened by change people are. This means that each one of your employees is going to have to be taught the personnel advantages and disadvantages of a convenience food program. In the final analysis, what you are doing is trying to help them maintain their jobs. You may well find that this is an unsalable approach and that more useful is the explanation of how their personal touch and skill in garnishment is required to produce the finest possible product. The person involved in product service needs to be trained to realize his importance in making the presentation to the guest as attractive and inviting as possible. This final person in the whole chain of the ready food getting to the guest can make or break the acceptance of the food item. If his attitude is negative, you'll have serious trouble with the customer. I would speculate that many convenience food programs have been dropped because of employee discontent and misunderstanding of what it is all about. In any convenience food program, it doesn't take a great deal for a dissatisfied employee to sabotage the entire program.

6. Labor saving: The end product of the other five elements of the system design is to enable you to provide uniformly high quality food with substantially less labor input. The design of the system has to be based on a total redistribution of the labor force to the new jobs that are required by the convenience food program.

Often times, skilled production labor cannot always be completely eliminated with the institution of the new program. In these instances, it is critical that their job assignments be re-evaluated and changes made to utilize them at their high skill level. This involves critical examination of schedule assignments and menu.

The training process which must go on recognizes that many of the old processes of the conventional food system no longer exist. In the design of your system, you must recognize that you cannot afford the luxury of maintaining people who were needed to perform these tasks but now are no longer needed. A total restaffing, reorganization and re-evaluation of skill levels is required (involving, as we have suggested, new job specifications) in order to effect the system's labor-saving potential.

Having covered the elements of system design, let us see if we can judge what a convenience food system is -- panacea, pain, or both. The main objective of the food program is the expectation of being able to establish a desired quality level and to maintain it with a uniformity which is not even possible with our own production. Perhaps you recall that you or one of your food supervisors has said, "The stew is really good today; Rosie must have made it!" ... this comment in spite of the fact that one is supposed to be using a standard recipe yielding a standard end product. Then, too, you have noted in a similar instance that, even with the same recipes, the same technique, the same sources of supply, each unit producing beef stew comes up with a different kind of beef stew. It isn't the vegetables -- they were all bought centrally and sent in, pre-prepared, and cut up evenly. It isn't the meat, since it, too, came from the same central source. What did happen was the amount of care that was taken by the cooks or chefs to produce that stew -- and any variation that they introduced to the standard recipe -- all showed up in the end product.

One of the most important outcomes you ought to consider in the adoption of a convenience food program is that it should result in having a quality control system. If you are purchasing food from legitimate processors, you have a right to expect that they have the technology, the equipment, and the research staff to insure that the quality control that you want is represented in the product that they sell to you. As an expectation of a convenience food program, this is most legitimate. The reality of the situation is that the manufacturers of many products on the market have not exercised the kinds of control that we have a right to expect. In some cases, they simply do not have the staff or the control equipment to fulfill this expectation.

We have come through a careful selection program for a given product and have ordered and re-ordered only to find that the new batch we were shipped was disappointing, or, in some cases, unacceptable. Fortunately, the market has been unwilling to absorb just any kind of junk thrown at it, and reputable name producers are learning or have learned the truth that just labeling something "convenience food" doesn't produce sales. Rather, only by maintaining a uniform, high quality product can they proceed in the way they want to. We have taken our lumps in this matter of manufacturer quality control, but I am convinced that the industry has made substantial advances at the very time it is difficult for many of us to maintain the consistency we enjoyed in our food production 10 years ago. There are some manufacturers who have a degree of sophistication in their control which removes, for all practical purposes, any concern about the quality control pain for most of the main line manufacturers.

In all candor, we must indicate that the selection process of product and manufacturer can be a major stumbling block and may be a very substantial cost element. Nonetheless, the task is not impossible.

A second helpful result of a good program will be a significant reduction in wage costs. In discussing percentage reductions (or changes from an existing level), one gets involved in the evaluation of the level which existed at the time the convenience food program was instituted. I can point to reductions made at Luther College by Ren Price of over 40% in wage costs, and to less dramatic reductions at U.C.L.A. and at Wisconsin. It is important to recognize that there may be room for substantial reduction in wages in the service aspects as well as the production costs of the conventional food service. Thus, it is my conviction that a properly designed convenience system will show substantial reduction over the minimal conventional food program and it constitutes a plus reason for adopting the total approach. It ought to be pointed out that while there will be a great discrepancy in wage rates which various institutions are going to be paying, federal legislation and labor union activities are serving to level out some, albeit not all, of the kinds of low cost labor pockets which have existed, thus making a potential labor saving of a convenience program more universally applicable.

Developing and instituting a new "total concept" enables one to see that all aspects of the operation -- not only the production element -- are carefully examined. There will be shifts required in service as well as production personnel. Don't overlook the potential for reduction in the management staff, too.

3

Besides the problem of difficulty in judging the level of operating efficiency in the conventional program being changed to the convenience program (in order to ascertain how much of the change was due to the adoption of the convenience food program), there has been the kind of escalation of wage rates and fringe benefits which makes it more difficult to have an absolutely controlled experimental model, regardless of what corrective elements are cranked into the final analysis. One of the hidden virtues of the consideration of the convenience food program is the potential of having forced you to look at your present operation in such a way that you discover areas of potential savings without the adoption of a convenience program.

Acceptance by the guest is another potential which a convenience food program affords. I mentioned the problems of product selection, but in spite of this, a recent Big Ten Union survey indicated the following: acceptance by students was rated as "good" by five of the eight respondents and "fair" by three, one of those being the Wisconsin Union, which registered the only "poor" in spite of the fact that the residence halls (which are on a full convenience program) rated it "good to excellent". Those with highest use rated the acceptance highest.

Again, in our own residence halls program, the original pilot convenience food experiment conducted in a hall for 800 produced a conclusion on the part of the residence halls food people that there was a higher degree of satisfaction with the convenience program than previously. It was my own evaluation that their prior production was at a very high level. Admittedly, menu changes can influence reaction making it difficult to get a measurement of product alone, plus the fact that it is a subjective evaluation of what things were like before compared and what they are under the new program.

We found that our own menu standards have been too high in terms of providing interesting foods and a variety of foods. The students accept and are insisting on more of the basic favorites, with variety an item of secondary importance to them.

One of the genuine pains in a convenience food program can be the psychological anti-convenience program malaise that spreads through the guests that are being served. Having student consumers on the selection panel does much to eliminate the spreading of false rumors and to dampen the ability of malcontents to spread rumors. Depending upon the specific situation, it may be necessary and desirable to educate the guest to the advantages of a convenience food program.

The elements which need consideration in the design of a food service system have been suggested to you. Let us now see how they were applied in our residence halls convenience food program. The decisions once again involved the six major factors of menu, food, equipment, layout, training, and labor saving. In terms of our program, it was a matter of:

1. Formulation of the cyclical menu with maximum customer participation.
2. Determination of the convenience food products that could be used in that menu using a set of pre-defined levels of service readiness and categorizing each menu item by the degree of readiness. Based on the knowledge developed of the convenience food market, we derived a list of food products that could be moved to a higher level of service readiness.
3. Analyzing the numbers and staff requirements of the work force required to do the job.
4. Educating and training the present food staff so that they recognized the significance of the program as it affected them. In the college and university system, this means educating the guest to the desirability and necessity of a convenience food program and selecting the kinds of equipment and methodology to be used with the equipment for the program.
5. Presenting the menu and projected cost charges to the appropriate administrative officers to be certain that those to whom we were responsible understood and endorsed the proposed plan of operation.
6. Beginning the reduction of work force immediately upon the introduction of the frozen prepared entrees.
7. Being aware of the potential that existed for present members of the work force to make the service ready food program less than successful. Close supervision at this stage is most essential. Making sure that the pre-determined instructions on reconstitution and product handling are followed implicitly, and remaining alert for deliberate attempts to impair the quality of the product.
8. Maintaining a program of close observation of the soiled ware line for any extensive rejection of food items. Making sure that the selection committee was alert to the necessity for re-evaluation.
9. Being sure to establish designated periods and measurement standards for constructive review of the program. You must have the courage and managerial ability to institute immediate adjustments where it is indicated that they are required.

Regrettably, our residence halls results indicated both an increase in food costs and wages, but we consider the project a success, since last year represented a period of overall increase in wholesale price index of about 5%, an entree portion size increase, and a wage rate increase of about 6% more than the increase in labor cost experienced, plus the fact that a new and liberalized policy of seconds was introduced at the same time the convenience program was instituted. In balance, with all the adjustment factors introduced, it is possible to conclude that we did effect a net wage savings. And there was only a very slight -- perhaps even immeasurable -- increase in the cost of foods. Had we properly carried out the element of equipment and training with respect to the system of preparing food we would have effected enough savings and reduction of waste to have produced a food cost that could have been approximately the same as our conventional system. In our menu design and product selection there were some things we could and should have done to have been more conscious of control of food cost by the selection of products as relates to the soup, entree, vegetable, potato, salad, dessert and the beverages.

The items selected will make a difference in the percentage of food cost so that we, through menu mix, can control the kind of food cost we want to maintain. This element wasn't properly accounted for in the menu planning which was done.

Additionally, we did not take full advantage of the labor savings which were actually available to us. We all recognize that we are not always able to control the elements of our operation for most efficient operation. This is especially true in connection with the use of labor. We were involved in both a labor union and civil service situation which suggested that we choose a process of attrition rather than lay-off to bring about labor reduction. And we did not down-grade personnel whose duties had been descaled. A substantial additional labor saving could have been available to us.

Part of the program which we planned in instituting our own convenience program was the exploration of possible manufacture of our own product. While this potentiality is not yet totally buried, I think we would be less than candid with you if we didn't indicate that we explored and investigated the whole matter of running our own continuous-flow nitrogen freezing line which we could have leased at a reasonable figure. But it became evident that the technologies and chemistries involved were more sophisticated than we wanted to get into. We further concluded that even with the volume of food business which the university represented, it was small in relation to overhead when compared to any of the manufacturers. In many cases, our wage rates were substantially above those of the commercial producer, so that we could afford to give him a fair profit and still buy the desirable product at less money than we could produce it ourselves. Thus, consideration was a matter of emphasis. We are all trying to cover more ground than we can, and we concluded that we would be better off to devote our available administrative time to doing a more effective job in the other elements of the program rather than further diluting available supervision by getting into the manufacturing and distributing process (and its incumbent problems) and doing a poorer job on the other elements of the operation.

While the worst thing one can possibly do is to simply start using a few items here and there in a conventional operation, there are partial approaches which one can take in order to begin utilization of ready foods and to gain some of the advantages which they afford. The following partial alternatives provide use of pre-prepared foods which will not negatively affect the operation.

1. A substitution of ready food where its substitution can result in the elimination of an entire department. The use of frozen baked goods, permitting the elimination of the entire baking department, would be an illustration.
2. The use of convenience foods for an entire operational shift, where such use would make the entire shift unnecessary.
3. The use of convenience foods for a weekend operation, making it profitable to have a five day production schedule. As the discussion and pressures towards a four day work week become more prominent, this application takes on added significance.
4. Where special items are featured on a menu to provide an ethnic or special item, they may be more expensive to produce than to use ready food. Such items as tacos, tortillas, enchiladas, sauerbraten and spaetzel are examples of this kind of application.
5. Adding an additional and possibly remote operation can be handled by putting the new unit on a convenience program.

Change is traumatic for most of us. Inevitably the change involved in initiating a total convenience food program will cause pain, and certainly is no panacea. I am convinced however, that if properly approached, there are sufficient potential gains to your food service in such a program that there will be some element of panacea connected with it. But most likely in total, it will end up being a combination of pain and panacea.

Days Of Change: Computerizing The College Union Food Service

BERNARD FONTANA
Director of Food Service
University of Virginia

Data processing by electronic means, or by "The Computer" as we commonly call it, became available to food services in 1964. As I look back now I can't help but compare its arrival to the White Knight, that legendary hero who always appeared in the nick of time to rescue the fair damsel in distress.

Perhaps we had not reached the point of distress but we were approaching it at a rapid clip. Over the years we had developed what was considered by some in the industry to be a fairly extensive and practical costing system with a good deal of emphasis on the food cost area. The system controlled the inventory and comissary functions and produced daily and monthly food cost reports that were appropriate for each of the various food service units. Of course, it was a manual system and it required the services of three full time employees and some assistance by other office personnel on occasion.

This was a very satisfactory arrangement until things began to happen -- those same things that have happened and are happening to you i.e. the enrollment bulge (existing units serving more people, using more food), new units being built and put into operation, etc. The result was a veritable flood of paper that began swamping the system. Daily food cost reports began reaching the unit managers later and later, too late in fact for the reports to be of any value except as an historical record. Inevitably a chain reaction began and delays were encountered all along the line from inventory reconciliations to the department's financial statement of operations.

I don't want to give you the impression that we were sitting around, ignoring the problem and hoping it would go away. We weren't, I assure you. Overtime and additional help were being used, and changes were being reluctantly considered that would eliminate some of the data reporting that we felt was useful and important to the unit manager. Not a sinking ship exactly. But the crest of the flood had the decks awash.

It was at this point when the IBM people felt the university should be sold on the idea of an administrative computer. Believe me, it was quite a sales pitch with beautiful, elaborate displays and smooth, easy answers to all questions. The university subsequently bought the concept and Food Services was elated and eager to get going.

The "get going" is a story in itself. The smooth and easy part ended with the sales presentation. The standard EDP food service and inventory programs that were available from the company or elsewhere had little resemblance to our methods or procedures. Hence, this meant devising every facet of the program. But again, this was not to be considered as presenting any real problem because the company representatives would provide the guidance and assistance needed. But lo and behold the representatives were transferred out of the area and no replacements were sent back in. The burden fell upon the new understaffed data processing center and a bewildered food service staff. Fortunately enthusiasm and interest in getting the show on the road offset much of the missing experience and words of wisdom.

Three people were assigned to the project -- one from the data processing center (who carried a dual title of systems analyst and programmer) and two from food services -- the food service accountant (because of his obvious concern with all costing data) and the assistant director to coordinate the procedures involving the operations, purchasing and inventory function.

The development of the system was divided into nine task areas or stages and each stage was alloted a period of time. (Exhibit A). The minimum elapsed time estimate called for completion in eleven months and the maximum estimate forecast 22 months. With the systems analyst/programmer working full time, the accountant devoting about sixty percent of his time and the assistant director at near fifty percent, the complete conversion took almost eighteen months.

The system was designed to perform two primary functions. The first function was to maintain a perpetual record of all inventory items and the second was to process the food cost data and to generate daily, weekly and monthly management and accounting reports.

The perpetual inventory system with its record control over receiving, issuing and storing follows the usual mechanical pattern that one expects to find in any stock handling program. However, the capability and speed of the computer opened the way to the use of some additional information at the very time of need.

The most important report in the inventory area is an Inventory Status Report. This report carries the usual inventory listing by item with current balances on hand and the unit and total values. But it also presents a picture of the weekly consumption and usage figures for six month periods dating back for eighteen months. Through the use of minimum and maximum stock levels or balances, the report flags our attention and tells us it is time to reorder.

Using this perpetual inventory as a base it was possible to develop all the reports and records that we felt would be meaningful and useful to all levels of the management team. Perhaps the most detailed (if not the most complex) report is the Daily Kitchen Production Report. A more descriptive name might be the Recipe and Portion Cost report because this is the type of information that is presented. It is specifically designed to assist the production managers and supervisors in their production activities for the cafeterias and catering service. The costing by recipes is accomplished by requisitioning on the basis of the recipe to be used under an appropriate code number. For the most part there are pre-printed requisitions with only the quantities to be inserted. When sales figures are brought together with production costs, the computer turns out an accurate picture of the production performance. Then managers and supervisors have before them the quantity, unit cost and total cost for each item, the total cost of the recipe, the number of portions sold, the average portion cost, the average selling price and the percent of food cost to sales. The report also serves as a guide for future forecasting and helps in identifying the cause of any variance from the norm which might be reflected on the Daily Food Cost Report.

The Daily Food Cost report in essence takes the information from the production report, consolidates it, and presents it in dollar form along with the cost of other foods that have been requisitioned and served by the unit. The presentation is divided into two areas with each area being broken down into types of food or menu categories. The two areas are production and service. Under production, the classifications are breakfast, entree, vegetables, salads and pantry. The remaining classifications are referred to as service area foods i.e. items that generally require no preparation and can be served directly to the customer. Examples include dairy products, dry cereals, etc.

In order to provide the unit manager with a guide to a desired overall food cost, standard ranges of cost to sales percentages are established for each of the thirteen classifications. Any variance or variances outside of these ranges are immediately identified and the reasons for the variance generally can be readily ascertained.

The computer system as it is used for the cafeterias and catering service is greatly simplified for the fast foods operations such as the snack bars and concessions. Because the menu does not vary, there appears to be no real need to provide the unit managers with a detailed breakdown of food costs by categories. However, the units are charged on a daily basis for the foods they receive and a daily report is available if we want or need it. Normally a month ending report suffices.

The marriage of food services to the computer will mark its sixth anniversary shortly. Although the courtship was long, rocky and consumed a considerable amount of time, it has been well worth it. We recommend it highly.

EXHIBIT A

CONVERSION SCHEDULE

UNIVERSITY OF VIRGINIA

Original survey	2 - 6 months
Analysis of present system	4 - 6 weeks
Design of new system	4 - 6 months
Specification writing	3 - 4 months
Programming	2 - 3 months
De-bugging	2 - 8 weeks
Inventory classification	2 - 4 months
Form design	4 - 6 weeks
Conversion	1 - 3 months
Total elapsed time	11 - 22 months

Data Processing In The College Union Food Service

FATHER GORDON TAVIS
Assistant Business Manager
St. John's University

If you had just walked into my office this morning to ask about putting my computer to work in your food service, I would start asking you a series of "What do you want?" questions. Not that I necessarily think the computer and I could do every and anything you want, but your expectation would have to be probed and then established. At the same time I would expect that all the while you were answering, I would be getting a series of "Can the computer ...?" questions fired at me.

The best answer I have seen given to a "Can the computer?" question was given by Peter Drucker. "All a computer can do is add and substract, but since all operations of mathematics and logic are extensions of addition and subtraction, the computer can perform all mathematical and logical operations. And it performs these calculations at speeds up to one-millionth of a second." Specifically, the computer can handle mathematical and logical calculations. Its ability to collect, process, store, analyze and report information at fantastic speeds is best utilized when applied to repetitive masses of information.

The "What do you want?" question has no ideal answer, for the answer is what you want it to be. I have put together a series of possible answers from the responses of my food service people (Jerry Mead and Ida Johnson), from comments made by Dr. Lendal H. Kotschevar of Michigan State University, and from conclusions I have pieced together by looking at computer work already being done in this field.

What do you want? I want perpetual inventory control with a requisitioning system built in. I want to be told when my inventory level needs replenishing. As items move in and out of stock I want a yearly total kept for bidding purposes. And of course, I want to know the dollar value of my stock on a regular basis.

What do you want? I am all tied up in the business function and do not get a chance to practice my own specialty, so I want the payroll calculations with its check writing, the accounts receivable and accounts payable functions handled. And if it can be done without a lot of work how about my general ledger?

What do you want? I want to be able to plan menus and to issue orders for purchasing and schedules for labor. I want these to be economical, diversified and colorful menus, meeting all dietary requirements. Can the computer also give my personnel instructions on the methods of preparation, the equipment to use, and the service desired?

What do you want? From a management standpoint I'd like to be on top of my business. Could I have a weekly profit and loss statement, and analysis of food costs, a breakdown of labor costs, customer counts, etc.? I want help with vending and with costing out specific bills. I'm interested in more accurate and efficient methods, customer sales slips; a check in persons who eat under a contract plan, planning a food facility; conducting polls, retaining personnel records, and training personnel.

If any of these are what you want, there are computers that can help you. Systems work and programming have already been accomplished in all of those areas. There can, at this point, be no question of technical feasibility. Having said that, I find I must again face you with the question, "What do you want ...?" But now it is a different question. From a totally practical position, is what you want economically feasible? Is it feasible from the standpoint of personnel?

What kind of equipment is feasible? I urge the use of the institution's data processing center. The hardware, software and personnel should be there to accomplish most any of your wishes. If there is no such center on campus, your interest may provide the needed impetus. Or if the center is loaded to capacity, you may be looking for equipment and personnel. Be sure to consider second generation equipment which is now becoming quite reasonable. There are also a good many persons available who know that type equipment. As you look over the market, be sure to check out mini-computers. Possibly by limiting your wants, you could solve your problem with one of them.

Systems approaches are directly related to economics and to personnel requirements. It is almost possible to say that they equal one another. For this reason when you think system, think total. One aspect I would stress is that you take the total union as your starting point. Even though I am talking from the base of food service, don't you dare just consider doing a food service system. Payroll, personnel, general ledger, accounts receivable, accounts payable, and management information apply to every department in the union. Be absolutely sure that the thought patterns and methods you build involve as many areas of the union as possible.

By total I also mean making maximum usage of a single data conversion. For example, if you are converting information into a data form for billing A/R, use that same data for carrying that aspect of your income into the P&L analysis. If you design an overal A/P system for paying your vendors, let this data (in its converted form) also provide the dollar value of merchandise received for the P&L analysis. If possible, have your payroll information act as input for payroll, for P&L, and for labor analysis. In brief, the accurate conversion of information is one of the most time-consuming, expensive aspects of data processing. Your systems design should yield as much mileage out of that converted data as possible.

To illustrate I turn to our system, equipment and personnel at St. John's University, Collegeville, Minnesota. The food service department makes use of the university's centralized payroll, A/P, A/R, and general ledger systems. Inputs for these systems originate in each department. In the food service they originate with our one secretary-receptionist who handles the preparatory work billing, classifying, calculating, cross-checking, etc. She places her results on mark-sense cards to make them ready for the data machines. In our system all of these cards (except the payroll entries) have multiple usage as described above. Although our food service business exceeds one million dollars a year, this function requires only two-thirds of one person's time.

A second person, a line-checker-cashier, spends about one hour a day preparing inputs for the food service management programs. This recent high school graduate has learned to key punch the weekly physical inventory and the quantities of each item of stockroom merchandise received for the week. She mark-senses two cards per meal for reporting the participation in each of our customer categories and finalizes the vending operation cards. The stockroom manager, the third person involved, spends about three hours each week taking the physical inventory. It is thus evident that the preparatory stage of data gathering and conversion is feasible both from the standpoint of finance and personnel.

The central data processing service at St. John's University uses a second generation computer. Food service last was charged $5,500 for the centralized services (payroll, A/P, A/R, and general ledger) as well as for those programs specifically aimed at the food service -- weekly P&L statement, inventory report, vending report and analytic information. Financial feasibility is again demonstrated.

Since we are doing all of this, what is it that St. John's wants of the system? At almost every level, the answer is management information. In terms of its outputs, management information for food service includes monthly payroll-personnel records, monthly general ledger reports, weekly P&L statement, weekly attendance, weekly income and expense per category, and weekly analysis of food cost, labor cost, cost per meal, etc., weekly inventory report with item code and description, the vendor from whom we received the lowest bid and that bid price, the inventory and receiving records of the last four weeks together with the current inventory, weekly and monthly reports on vending machine usage and dollars over or under.

The weekly inventory report is designed not only for delivering the information just described, but for providing an easy form on which to write up purchasing needs. Once the orders have been placed, this sheet is transferred to the stockroom manager who then knows what items will be arriving, the vendor, and the prices they should carry. Management thus reaches to the receiving dock, accepting nothing that is out of order. Only soft drink vending is handled by the university personnel. Each time a machine is filled, it is brought to a constant level and to a constant change level. Therefore the merchandise put into the machine must equal the dollars taken out of the machine. Personnel filling the machines report on mark-sense cards, indicating the machine number and the amounts of pop in the various flavors put into the machine. This card and the coin from each machine is given to the checker-cashier who counts the money and enters the dollar total on the card. The computer analyzes each card and reports weekly. Each month the food service receives a printout on the quantities of each flavor used in each of the machines together with the dollars over or under per machine as well as a campus-wide report of the same.

We have a means designed for having the computer analyze the cost of any one catered meal. This will be an after-the-fact analysis aimed at assisting the establishment of future prices.

In the St. John's cafeteria we offer a selctive menu to our customers and are now in the process of standardizing menus. These two factors explain why we do not list menu-planning as one of our "wants." But the more we consider this possibility, the more we doubt that it will ever become economically feasible for St. John's to consider computerizing menu-planning. One final comment: our system is built on a weekly physical inventory rather than a perpetual inventory. We believe we spend less time taking the physical inventory than we would spend handling all the intricacies of a foolproof requisitioning system which in the end is always perfect.

After this brief look at what we wanted and what we have, it brings me back to you. "What do you want ....?" At this point about all I can hear is a loud cry for

HELP. That is why Bud and I are here. And there are others like us who are working in these areas. I suggest that you visit some of them. They will give you their time and discuss their work with you. When you find an approach that comes closest to answering what you want, hire its originator and his computer man as consultants.

Before I close let me say what a pleasure it is to have shared this platform with Bud Fontana. Four years ago I was sitting where you are, listening to him. He held out hope to me and gave me an impetus. It is my desire to join him in doing this for you. To summarize my thoughts and feelings, I quote from Thomas Carlyle.

> Today is not yesterday:
> We ourselves change;
> How can our thoughts and works
> if they are always to be the fittest,
> continue always the same?
> Change, indeed is painful; yet ever needful;
> And if memory have its force and worth,
> So also has hope.

The Use Of Disposables And The Disposing Of Them

PAUL R. LOUGHLIN
Union Food Director
Indiana University

The following is an itemized summary of disposable items used during the first full year of operation under this method of service. It appears that our original estimate of $19,353 was very close to the actual total of $21,103. The original estimate did not include some of the miscellaneous items.

A comparison of "glass" vs "disposable" is as follows for one full year for the related costs.

"Glass" 3/68 thru 2/69		
Glassware replacement	$ 1,508	Ratio to Sales
Dishwashing compounds	3,000	
Dishwashing labor	15,045	
Busing labor	20,300	
Misc. paper items used	2,340	
Equipment Repair & Depreciation	2,000	
	$44,193	13.87%
Average cost per guest	$ .0401	
Average sale .289		
"Disposable" 3/69 thru 2/70		
Disposable product cost	$20,697	
Refuse bags	1,421	
Busing labor	13,943	
	$36,061	10.94%
Average cost per guest	$ .0328	
Average sale .304		

As you can see, the major difference in the two types of service is in the labor used. In our initial estimates and discussions prior to adopting disposable service we felt that we could save approximately $8,000 in labor while in fact we were able to save $21,402.

Paper costs will rise in the future as will labor costs but we can now control paper costs in a more direct relationship to volume than we ever could labor.

COMMONS SNACK BAR
DISPOSABLE PRODUCT COST
March 1, 1969 thru February 28, 1970

Item	Cost Each	Quantity Used	Annual Cost
4 oz dish	$ .00751	16,000	$ 120.16
12 oz bowl	.01375	33,000	453.75
6 3/4" plate	.01395	124,000	1,729.80
8 3/4" plate	.01830	47,000	860.10
6" donut plate	.00262	80,000	209.60
French Fry Trays	.00406	45,000	182.70
plastic tea spoon	.00348	46,000	160.08

plastic fork	.00416	116,000	482.56
plastic knife	.00487	43,000	209.41
lt.wt. spoon	.00180	119,000	214.20
coffee stirrers	.00052	65,000	33.80
styro hot cup 8 oz.	.01550	185,000	2,867.50
styro hot cup 6 oz.	.01195	193,000	2,306.35
cold cup 12 oz.	.00890	967,400	8,609.86
cold cup 5 oz.	.00630	92,500	582.75
cup lids 6 oz.	.00430	6,100	26.23
cup lids 12 oz.	.00490	13,600	66.64
straws (cases)	11.15 cs	54 cs	602.10
misc.			1,386.00
Total Disposable cost			$21,103.59
Related expense:			
Refuse bags -- plastic	.11880		$ 178.20
Refuse bags -- paper	.18010		1,242.69
			$ 1,420.89

3/1/69 thru 2/28/70

Guest count 1,096,632
Sales $334,379
Disposable cost % sales 6.31%
Refuse bags cost % sales .42%
Average cost per guest $ .0192
Average cost per guest including refuse bags $ .0205

Incineration

Incinerators remain the most popular means of waste processing. Hospital, school and restaurant engineers are more familiar with this technique than with others, and incineration provides the greatest reduction in both volume and weight. Although pollution control regulations have become far more rigid, technological advances in equipment and technique have permitted incineration to keep step.

Because of the extremely large amounts of waste they generate, hospitals, schools and restaurants nearly always will have to consider incineration for general waste. The unit selected will depend on the volume of waste generated.

Pulping

Closed-system pulpers are the subject of increasing interest among engineers. In these systems the waste is first ground into a pulp and then transferred to a chamber where the water is extracted. The extracted water is returned to the grinding section of the unit for reuse. The major advantage of the pulper is the modular arrangement of its component grinders and extractors. When the grinding units are located at the point where waste is generated and the extractors in a remote discharge area, transportation of waste material within the hospital, school or restaurant is completely eliminated.

A serious disadvantage of the pulper is its inability to handle a large number of materials. Metals and other very hard materials are, of course, out of the question. In addition the units are relatively ineffective for such items as glass, foamed plastic, rubber, plastic film, cloth, and wood. Although the pulper is a useful disposal technique in the food service operation, it has rather limited application to other areas of hospital, school, and restaurant operation.

Compactors

Compactors are easily the least expensive and simplest method of waste processing. In spite of this, however, their presence in hospitals is a fairly recent and still extremely rare occurrence. The chief appeal of the compactor is its ready acceptance of any waste material. The amount of volume reduction depends on the materials compacted. No maintenance is required other than routine cleaning after each load. Some hospital, school, and restaurant engineers have expressed concern about sanitation and contamination problems associated with the use of compactors. Even when compacted waste is picked up daily, there is some danger of odor at the temporary storage site. An additional problem frequently mentioned is contamination of areas between the hospital, school, or restaurant and the remote dumping point. This consideration is especially important for the hospital engineer.

Choice

The specific system selected must depend on the special needs and conditions of the individual hospital, school or restaurant. It is not unusual for all three devices to be employed by a single institution. Determining factors will be the amount of waste generated, the type of waste, building layout, storage space, cost of haulage, pollution laws, pickup service, and the location of dumps.

The Use Of Disposables Today And In The Future

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There is a future for the use of disposables but it will not be as we have known it in the past. It will not be as inexpensive as we are used to thinking.

Disposables have proven their use in all food service systems. They have received customer acceptance and in some systems the customers expect to be served on disposables. Studies will show they are quiet, sanitary, lighter, available for immediate delivery, offer easier and faster busing, will store in less space and are offered in a variety of patterns, sizes and shapes. The operator who uses disposables is saying to the guest, "I am offering you a style of service that fits my system." It used to be thought that when an operator used disposables he was trying to cut his expenses. This reasoning may or may not be sound in the future.

To get an honest comparison of cost of disposables versus china the operator must consider many things including: 1) the cost of sq. foot space used by the dish machine; 2) the current and expected cost of maintenance or replacement of the dish machine; 3) the current and expected cost of wages for bus boys and dish machine operators (including fringe benefits); 4) the cost to buy and store an annual supply of china versus the cost of storage and handling of disposables; 5) the availability of disposables from local delivery sources on a short notice; 6) annual budgeted amount of replacement of china and glass ware as well as total inventory amount in china and glass ware; 7) the annual detergent cost of operating the dish machine; 8) cost to pick up and separate disposables and non-disposables. There are other minor costs that one may consider if he has the time and staff to honestly study and analyze the situation.

We are currently separating out for salvage and recycling metal, glass and paper. We are unable to find a market for our used plastic materials or wood. We are working with campus groups in this project of recycling. Student service groups are picking up the items and storing them on campus until they accumulate enough to deliver to a recycling plant. Any monies received from the sale of the items goes to the group. Our involvement is a reduction of our garbage pickup expense. Currently we pay approximately $10,000 annually for garbage removal. The reduction of this expense in the future will be our only realized net gain. The service group will benefit financially from the sale of the metal, glass and paper items. We expect the $10,000 cost of garbage removal will be reduced some 75 percent. Since the National Environmental Teach-In during April 1970, the ecological awareness on a national level has broadened. Many student groups, private industries, state and federal agencies have become concerned. The student is spending his energies and the industries and agencies are spending our money.

There are recycling experiments in nearly every major city and some research is being conducted by universities and colleges. The federal government estimates it will spend 71.3 billion dollars in the next five years. This is new spending, in addition to what is currently being spent for pollution control. It is estimated the government will spend $4.2 billion for disposing of solid wastes, $13.1 billion to clean up the air and $54 billion to clean up the water. Fifty years ago, the typical American generated a bit less than 3 pounds of trash per day. This figure now is about 6 pounds per day and by 1980 will rise to an estimated 8 pounds per day. It has been estimated that at present, solid-waste disposal follows this pattern: 46 percent is handled by open burning, 16 percent by incineration and 18 percent by landfill or dumping in the sea. The amount recycled has been so insignificant it wasn't even mentioned in the report published by US News and World Report, August 17, 1970.

It can be seen that there is a need for disposables and there must be ways of disposing of them that represent choices to the operator. In the future the operator may want to consider incorporating a can and bottle crusher in the food service system. Metal and glass products can be crushed and packaged for shipment to a plant that will reclaim and recycle them. Paper products (or at least the dishes, plates and bowls of one manufacturer) are being ground into a sludge, sterilized and then plowed back into the ground. This sludge material will act as a mulch to loosen the soil and is biodegradable so that decomposition will eventually occur. This system seems to me to have great potential but only time will tell. I know of experiments being done in Hawaii and Pennsylvania and am hopeful some one will have first-hand information and be able to speak of the experiments and current results to date. The clay soils of some parts of the United States may benefit greatly if this addition of sludge is developed on a practical basis. If there is no place for recycling paper and materials, the operator may want to consider investing in a waste reduction chamber -- an incinerator. One manufacturer produces a variety of capacity sizes and says their product will reduce 80 cubic yards of waste to a tenth of a yard of sterile inorganic ash. They use fresh air injection into a gas reduction chamber creating temperatures as high as 2400°F. causing gas to oxidize into carbon dioxide and water. This unit emits less than a fourth of the fly ash allowed by the strictest known governmental controls on air pollution. Smoke emissions are practically nil. This may not be the best system but it is better than open burning in a garbage dump.

The food service operator must consider what will happen if he elects to hire some one to haul off garbage. The only options available to such haulers are disposing by incineration, sanitary landfill, salvage, or composting. I do not feel we can pay some one to haul off our waste and not be concerned with what happens to the waste. The garbage man can not solve all of our problems resulting from using disposables.

Disposing of disposables has not been cheap in the past and will not be cheap in the future. We must be willing to do our share and pay our own expenses to clean up and keep our environment clean.

A clean environment does start with you.

PART FOUR: Programming And The College Union

Are There Really Any New Trends In Programming?

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When first presented with this title, "Are There Really Any New Trends in Programing?" I started looking at Union programs across the country to seek similarities indicating trends. Recognizing the ever present risk in doing so, I shall proceed to generalize my findings.

Program content is predictable. It is logical that particularly current national and international concerns are inspiring programs nation-wide. I doubt if a union exists in the United States or Canada that has not had at least one program on some aspect of the environmental crisis. I would be surprised too, to find one union that has not had a black culture week, Festival Puertorriquena or other ethnic/cultural program. And, although less frequent this academic year, the war and student activism appear in some type of program at most unions.

Almost equally predictable as the program content are types of programs and board structures. Many unions approach these new concerns and issues only with traditional union programs: concerts, films, exhibits, lectures, and discussions. These traditional types of programs seem to dictate the committee structure of most program boards. And, as is traditional, few union programs even break out of the union facility.

The most important exception to this strict traditionalism is the development of the union-based outdoor programs -- in some respects an outgrowth of the growing interest in the environment and ecology. These programs range from fairly basic recreational programs to sophisticated, educational programs (e.g. Outward Bound) with psychological, sociological, and ecological ramifications. John Miles' and Gary Grimms' article in the 1970 ACU-I Conference Proceedings discussed the development and purposes of such programs in some detail.

Even in this area of the environment, however, there are limitations to union involvement. Individual and group participation in wilderness programs from canoe trips to rock climbing is encouraged. Social or political action to preserve the wilderness, so necessary for these programs, is frequently left to other groups. While individuals from an outdoor program may involve themselves, the program committees and clubs usually do not initiate, encourage, or publicly endorse such action.

For example: The Viking Union at Western Washington State College has an extensive recreational and outdoor program including clubs pursuing almost every outdoor activity. In the past year, however, two of the three main actions to preserve the wilderness areas for these activities were initiated outside of the union program by faculty, townspeople or students who had to form special groups around the issues. Mandatory use of recyclable bottles was pursued by a faculty member until he got the issue on the ballot in the fall elections. A paper recycling campaign has been initiated by the Junior Chamber of Commerce who have gone to the expense of purchasing the equipment for recycling. The Union Outdoor Program has not even contributed manpower requested to help collect paper and operate the Junior Chamber of Commerce equipment. Union personnel and students only recently helped initiate action against a company that has been seriously damaging their own eight acres of wilderness property for over a year. Even then, they had to depend upon information previously gathered by other student groups. It appears that while union committees and clubs are talking about vital local, national, and international concerns, other groups are doing something about them. This is even more apparent when we examine more controversial issues.

On another issue within the same broad area of the environmental crisis, the Viking Union committees completely abrogated responsibility for action. A union program committee sponsored a costly symposium on population explosion while another student group struggled financially to disseminate information on an abortion reform bill just before elections -- information, I should add, on both sides of the issue.

In the broad area of ethnic concerns, a union committee paid $1000 for an American Indian cultural program from Chicago, but left the tutorial project on the local reservation to another, under-financed, student group. And when one looks at a highly charged area like the Indochina war, union committees usually leave the initiation of any controversial program to other students. Frequently these are students with whom no professional student personnel administrator works closely.

So many students are involved in social and political action, I cannot believe that the lack of such action by union committees or clubs is lack of student interest. Rather, I contend it is lack of interest among those students involved in union programing. For this, I blame the traditionalism of many union professional staffs and the conservative attitudes of the student personnel profession as a whole. We frequently discourage rather than encourage action. We have perpetuated traditional program forms and bureaucratic committee structures that turn off the activist student. Moreover, we too often refer to the problem rather than the potential of these student activists.

Almost equally predictable as program content and types of programs is the background of the program coordinator. At last year's ACU-I Conference, Terry O'Banion gave a paper entitled, "Activating the Inactivist," which humorously stereotyped junior college student activity directors.

"On the one hand, I see the student activities director as a young, lovely girl, fresh out of college herself and still containing a great deal of the zeal and bounce that won her a central place on the pom-pom squad at the university. Her energy is so contagious that she dazzles all who look upon her fair face. She just loves to be in the middle of things, and she is able to electrify students. Under her leadership the Circle K Club builds a float for the Christmas community parade in the shape of a giant sweet potato that sweeps all prizes for creativity. Under her direction, seventeen new clubs organize in one week alone. With her as guide, students bring new loyalty and identity and energy to the junior college. Her crowning moment of glory comes during her second year at fall orientation. In a well-planned session featuring the student activities program, the home-coming queen from the previous year walks to the middle of the stage, throws off her ermine cape, and reveals her nude body, festooned with a thousand and fifty buttons, each conveying the message: "Hello, I'm your friend at JCJC. Two years later I see the same student activities director with her hair up in a bun, her hose sagging around her ankles and a desperate look in her eye that says, "Why don't I go back and be a secretary?"

Another fragment of my fantasy includes last year's winning coach as this year's student activity director. His student activities philosophy is based on his belief that a good strong body is much more important than a healthy mind. Under his leadership, the intramural programs flourish. Student government leaders are warned to keep their hair neat and trim because, after all they represent the college to the community. His solution to any student unrest on the campus is always said in a humorous vein, "All they really need is a good cold shower."

Another fragment of my fantasy is the perception of a middle-aged lady who probably received her professional education some twenty years earlier and who has now decided to make a social contribution to the local junior college. Her own children are in college, her husband has done exceedingly well in business, and she has become attracted to and involved in the arts. She is a patron of the little theater, a first nighter at all the community art shows. She recognizes that junior college students are somehow different and need exposure to the world of culture and enrichment. She is employed by the junior college and the president is most pleased because he has been able to get one of the community's outstanding leaders. Through her, the student activities program becomes a venture into all that is good and fine in man's world. She organizes tours of the museum, suggests that Beethoven be played on the speaker system in the cafeteria, provides a parade of string quartets for Sunday afternoon enjoyment. She often laments the fact that she and three faculty members and two students from her music appreciation class are the only people who ever attend the string quartets."

Much within these stereotypes could have applied to union program coordinators just a few years ago. That these stereotypes no longer apply is reflected in the trend toward increased intellectual and even social and political content of union programs. In the last few years, the trend has been to hire graduates of masters programs in all union professional staff positions. These professionals learn "to promote the development of a climate conducive to the intellectual, personal, psychological, social, and physical growth of the student" (O'Banion, 1971, p. 210). Unfortunately, they also learn the traditional program forms, committee structures, and the attitude of limited involvement for truly professional student personnel staff. They learn to perpetuate the past rather than encourage really new trends in programing.

At the end of a recent NASPA Journal article, "Purposes of College and University Student Personnel Work," O'Banion warns all student personnel professionals: "Without specific direction student personnel work will continue to lumber along, an anacronistic appendage in higher education, until some future educational crisis benevolently forces its whimpering demise."

This may be very strong condemnation, but it follows results of a rather condemning study. When fifteen student personnel professionals from each of the COSPA organizations, including ACU-I, agree on only vague, innocuous statements of purpose for student personnel programs, it is time for re-evaluation of the profession. When over one-third of these professionals reject these three specific and vital purposes: (1) "Educate for life in a changing society," (2) "Educate for critical evaluation," and (3) "Encourage responsible participation in governmental affairs, it is time for serious soul searching among the professionals." (O'Banion, 1971)

Do we reject the need for social and political action, or are we just afraid of involvement as student personnel professionals? I hope that both as private citizens and professionals we will participate in and encourage responsible social and political action. I trust that many of us today working with today's youth will accept Theodore Roszak's challenge from The Making of a Counter Culture.

"The young, miserably educated as they are, bring with them almost nothing but healthy instincts. The project of building a sophisticated framework of thought atop those instincts is rather like trying to graft an oak tree upon a wildflower. How to sustain the oak tree? More important, how to avoid crushing the wildflower? And yet such is the project that confronts those of us who are concerned with radical social change. For the young have become one of the very few social levers dissent has to work with. This is that 'significant soil' in which the Great Refusal has begun to take root. If we reject it in frustration for the youthful follies that also sprout there, where then do we turn?" (Roszak, 1969, p. 41)

I recommend that we, union and other student personnel administrators, do not turn to the student who fits into our traditional program or society's traditional establishment. I suggest we discard some of our conservative professional attitudes and pursue new programs that help the students with "health instincts" to bring about "radical, social change."

Educational Enrichment Programming

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Baldwin-Wallace College

This paper will deal with the following aspects of presenting lectures on campus:

A. Presenting programs for academic credit
B. Academic and cultural programming - the series approach
C. The tele-lecture program
D. Obtaining free speakers - some guidelines
E. Direct contact with speakers
F. Developing a program around a lecture
G. Free speakers - a resource guide

Presenting programs for academic credit:

Many colleges and universities are beginning to look at the total environment of the campus in an effort to enrich the academic life of its students and faculty. There is a rich and exciting middle ground in higher education between the extra-curricular activities of the union and the fifty-five minute world of the academic classroom. Many students and faculty members are going beyond the traditional structure of the classroom for relevant and meaningful learning experiences. The union director and his program staff are being called upon to help build new structures for creating a fluid learning environment. Following is a brief description of one program that is working this middle ground: The Academic and Cultural Events Series of Baldwin-Wallace College, Berea, Ohio.

Initiated in 1962 by vote of the faculty in an effort to breathe life into a traditional chapel program, the ACES program has grown to include more than 300 programs a year. These programs are initiated and presented by various student groups, academic departments and divisions of the college, and are coordinated through one central office of Academic and Cultural Events.

The Academic and Cultural Events budget of honorariums and programming is approximately $6,000 per quarter. This total of $18,000 per year produces a wide range of activities at an average honorarium cost of $60.00 per program. Less than 10% of the

300 events costs over $500 in honorarium fees. Approximately 30% of the events scheduled during any given quarter are free to the ACES program. These include such events as art shows, faculty recitals and concerts, drama productions and programs funded through government and private grants, non-governmental organizations, student organizations and various departments of the College.

Students are required to attend a total of eight events per quarter during their freshman, sophomore and junior years. Seniors do not have to attend any events but may do so if they choose. A recent survey showed that 73% of Baldwin-Wallace seniors attended events last year even though they were not required to do so. During the past three quarters 305 ACES events were presented with a total attendance of 50,560 persons from the student body, faculty and local community. This represents an average attendance of 166 persons from a campus of 2400 students.

The attendance figures are important only in that they show that it is possible to attract a significant number of the academic community to events offered outside the classroom.

There is an important point to be made here. The ACES program is considered to be part of the academic program of Baldwin-Wallace College. It is funded through the academic budget of the college, coordinated through the academic dean's office in conjunction with the divisions and departments of the faculty, and is considered an integral part of the college union program. This structure is important in giving the program necessary status and support. Any faculty member, department or division and any recognized student organization can initiate and present ACES events. Also, many events are presented by the faculty and student body without ACES credit. The total effect is an exciting and often frantic environment where students are given the opportunity to learn on their own from a wide variety of experiences. Given this structure the most important part of the ACES program is its variety, relevant programming, and flexibility. The next section of this paper will provide some feeling for the content of the ACES series as it discusses the series approach to programming.

Academic and Cultural Programming - The Series Approach:

There are many models for programming and the format you select depends on many factors e.g. budget, timing and facilities, campus interest, sex appeal and past performance. ACES at Baldwin-Wallace College employs a combination of isolated lectures, series programs, celebrity concerts and lectures, small group discussions, debates, field trips, dialogues and just plain bull sessions in the dorms. Each quarter at least eight to twelve series programs are offered. These are themed/multi-faceted events lasting from two days, one week, two or three weeks, one month, four times a quarter for one year, etc. They are often inter-departmental or inter-organizational in sponsorship and presentation. Some sample series topics are:

Religion in the 70's - The Challenge of the Future
Dialogue Series (issues of special interest to Baldwin-Wallace students)
Debate Series (Abortions, Mercy Killings, In Loco Parentis)
Intercultural Lecture Series
The Exceptional Child
Smokers Clinic (for those interested in the health hazzards of smoking and in quitting the smoking habit)
Jazz Seminar
Artist in Residence (Music, Art, Films, Drama)
Youth, Alienation and the Schools
Faith and Life Series
Self-Awareness and Human Sexuality
Womans's Liberation
Investment Seminar
Ecology Action Series
Environment Series
The American Indian
Black Reflections
Chapel Forum Series - Traveling Seminars to Area Churches
American Folk Music Festival
Sex Information Seminar
Chemistry Seminar
Insight Film Discussion Series
The Military - Industrial Complex
Society, Crime and the Criminal
Sports Cultures Around the World
You the Consumer
On Entering the Real World (obscenity, homosexuality, venereal disease, legalized marijuana, inside the student mind, peace through politics, biological warfare)
Drug Series

Poverty Series
Contemporary Arts Festival
Moral Issues Series
Community Development Series
Psychology Series (Modifications of Behavior - May, Goldiamond Dialogue)
The Prison Series
War
The Twenty-First Century
Elections 1970
New York City Field Trip (Art and Drama)
Toward a Definition of National Goals
Africa
Canada
The Hippie Trip

The series or pattern approach has several advantages over the big name speaker or single event format:

1. Each lecture or program can be much more detailed and specific. (Most of us are tired of paying too much for canned, unfunny, general and unchallenging rhetoric from "famous" people.)

2. In a series, all of your participants don't have to be big name of celebrity speakers. You often get a better program from the professional who knows what he's talking about because it is his work in contrast to the famous speaker who "cans" a talk to augment his income. (It will cost you less too!)

3. A series will enable your audience to contrast points of view and their own perspectives will be sharpened as a result of the dialogue that takes place.

4. A series enables the programmer to build interest in his events. You can pace a series, while you really can't pace an individual or isolated program. Each program can build on the success of the preceeding program. We find that the repeat business is quite high. If a series is successful the same students have reported attending over 20 to 30 ACES events per quarter. (One student attended 53 events last fall.)

5. Speakers seem to be willing to participate in a series of programs dealing with a particular topic -- where they might not make a solo appearance. Before agreeing to appear, speakers often ask us who else will be participating so thay can measure the relative strength of the program.

6. The average cost of all the series listed on the preceeding page was approximately $800 for honorariums. Most program directors would agree that this would be average, or even low, for one "name" speaker. The series programs listed ranged in size from four events to sixteen. We normally offer adequate compensation and expenses. Our normal range is $50.00 to $200 with some fees at $500 inclusive. Our highest fee to date has been $1,250 inclusive.

The Tele-Lecture Program:

One way of covering a topic or event inexpensively is through use of tele-lecture equipment available from your local telephone system. Created by Western Electric some years ago, this equipment amplifies a regular local or long distance call to an audience. About the size of an old fashioned radio, microphones are included on each side so that the audience can participate in the program. The cost of this equipment varies from area to area but the approximate figures are:

1. Lease or rental of equipment - $35.00 to $50.00 per month (not usually for shorter periods of time).
2. Installation of a special telephone line into the area in which the tele-lecture will be used - $40.00. (one time charge)
3. Maintenance of the telephone line - $10.00 to $15.00 per month.
4. Cost of the individual telephone calls. Most systems have direct dial facilities with their own telephone number. Suggestion: call person to person to establish contact. Hang up and make your call station to station. (It's cheaper.)

The tele-lecture equipment can be used effectively in a number of ways:

1. To present information or programs on events as soon as they happen. All you really have to have is someone's agreement that they will be at a certain telephone number at a specific time and you've got a program. We have used the tele-lecture for scholars, during election campaigns, when a conflict or emergency breaks out, etc.
2. Tele-lecture can be used when a speaker you want is too expensive to bring to campus or too busy to come to campus.
3. The best format for tele-lecture is to have the guest make very brief introductory remarks (seven to ten minutes) and then have the audience or moderator ask questions. It may be best to have written questions only so as to avoid speeches from the audience.

You may wish to provide some visual presentation of the speaker with slides or overhead projector to create some perspective of appearance and visual personality along with the voice. Be sure to select a skilled and perceptive moderator or chairman for the call.

4. Sponsor the equipment on campus and let other groups and departments use the tele-lecture for the cost of the call only. It's great public relations and a fine service to the campus.

Examples of Tele-Lecture use:

1. Steve Allen participated in a series on American humor through tele-lecture for one hour and fifteen minutes and the total cost of the call was $35.00. (from Hollywood, California). Alan King was in the same series and his fifty-five minute call from New York was $12.50. Jim Berry, famous panel cartoonist of Berry's World, spoke via tele-lecture after his agent refused to let him appear in person for a reduced fee. The cost of this call was nothing because it came from Cleveland, less than ten miles from the campus.
2. The Governor of Washington keynoted a banquet of student leaders from that state via the tele-lecture even though he was prevented from leaving the Capital at the last moment.
3. Five top United Nations figures participated in a U.N. student conference on the west coast via tele-lecture from their offices in New York. The total was less than $100 and their participation was supplemented with local speakers.

Obtaining Free Speakers - Some Guidelines

By free speakers I mean individuals that are willing to participate in a campus program for expenses only or expenses and a modest honorarium. A modest honorarium is defined as just compensation for services performed as opposed to a token honorarium which is a small amount of money ($25.00 to $50.00) that a speaker usually donates to his favorite charity i.e. his wife's housekeeping budget.)

Following are some areas in which a free speaker might be found:

1. Social Action Groups - Non-Governmental Organizations
    - A. Ecology Action, Berkeley, California
    - B. Society for Voluntary Sterilization, New York City
    - C. U.N. Speakers Bureau, UNA-USA New York City
    - D. World University Service, New York City
    - E. World Council of Churches, New York City
    - F. Planned Parenthood, New York City
    - G. Organization for Social and Technical Change, Cambridge, Mass.
    - H. The Mattachine Society, New York City (Homosexuality)
    - I. Regional Council for International Education, Pittsburgh, Pa.
2. Area Colleges and Universities
    - A. Many colleges have artists and scholars in residence that you may not know about in addition to outstanding personalities on their regular faculty.
    - B. Check your alumni office for outstanding alumni. Many would be willing to return to campus for a program -- and it's good public relations from the alumni director's point of view.
    - C. Check with your academic dean for suggestions from national conferences and from former faculty members who have finally made it big.
    - D. Your office of public relations can help to land area media people: television personalities, sports writers, film critics, overseas correspondants, etc.
    - E. Your placement office may be able to help establish contacts with corporations in the area. This may be useful in management seminars, environmental studies, investment seminars, etc.
    - F. Talk with your faculty. Every faculty member has a favorite professor from graduate school or an academic hero that he would like to see on the campus. Also, he may have enough of a relationship with this person to attract him to the campus for a modest honorarium. In addition, this gives you a supporter on the faculty when promotion time comes. Let him write the news releases on the program.
    - G. Let your book store manager help to establish contacts with publishers. Many publishers will provide an author for expenses only (or free) if it makes sense in routing and promotion. Offer to sell the latest best seller on consignment in conjunction with the lecture. You might even include a book signing reception after the lecture. This has worked well with people like Joseph Heller, William Bradford Huie, Diane Wakoski, etc.
3. The Media
    - A. Tie into local and regional talk shows. We have successfully shared speakers with Cleveland television stations.
    - B. Newspapers usually have a speakers bureau as a public service.
    - C. Newsweek Magazine has a new program called "Newsweek On Campus" from

which they will provide a senior editor or foreign correspondent free. (Write to Jean Williamson c/o Newsweek Magazine, New York City)

4. Government agencies - United Nations Speakers - non-governmental organizations

At the conclusion of this paper is a resource which lists several agencies which provide speakers.

Direct Contact With Speakers

My suggestion concerning direct contact with speakers is a simple one: do it whenever you can. Always contact the speakers directly and he will tell you if he is obligated to work with a lecture bureau or agency. If he works under a right to list he will probably prefer that you contact him directly. You will probably save at least 30% of the fee that would go to an agency and also establish a personal relationship with the speaker of the kind that would benefit your program or purpose for having the program. Some agencies are interested in the educational aspects of presenting programs, but far too many are only interested in making as much money as they can. You may find that you are paying several hundred dollars for someone else to make your phone calls. In the case of senators and congressmen, always work through their district or Washington, D. C. offices. Each of these men has a paid staff responsible for handling scheduling and invitations to speak and they are professionals who know what they are doing. Don't ever be in awe of a personality to the extent that you can't call them up or write a personal letter of invitation to them. Baldwin-Wallace has had fantastic results in direct contact with speakers and this approach has meant twice the program that we could afford normally and a more effective and personal relationship with our guests.

Another point to consider in contacting a speaker yourself is one raised by a recent speaker at Baldwin-Wallace, drug lecturer, Dr. Joel Fort. He asked me why more colleges and universities don't contact speakers directly. "You automatically save 30% to 35% of the fee and create a better feeling of your local situation with the speaker." Dr. Fort gave me the impression that he felt schools making direct contacts with speakers marked themselves as professionals who knew what they were doing. This is a good impression to make.

Guidelines:

Before you contact the speaker take plenty of time to acquaint yourself with the speaker. Bother to know something significant about him. If he feels a real interest in him as a person as well as a personality it will mean a lot and may make the difference as to whether he takes your invitation or someone else's. Don't be afraid to ask for their help or advice in putting your program together. They may even be able to suggest a replacement or additional person for your series.

How to find them: LOOK IN THE BOOK

1. Telephone Directory
2. Reference Service of your public library
3. Get copies of the U.S. House and Senate Directories
4. Get a copy of the United Nations Directory
5. Look them up in Who's Who in America, Current Bibliography Who's Who in: Black American, Musical America, Higher Education, etc. (These references are probably in your college library.)
6. Join Celebrity Services, 171 West 57th Street, New York City. For a fee they can find anyone for you. This is the same service that many agencies use.
7. Billboard Magazine - Spring campus directory - lectures and concerts: word of caution here. Many of the listings in this publication are paid ads placed there by agents. You may find yourself in contact with a listing agency and not the speakers real management.
8. You can always write to a personality or author in care of their publishing company. The publisher will not give out an author's address but will forward letters of invitation. Be sure to allow extra time for this approach. It may take weeks.
9. As a rule of thumb, I always offer a speaker just compensation (modest honorarium and expenses) first rather than to offer the going rate. If you're fair with a speaker, he will probably be fair with you. We have found that we may not want the person who will come only because of the money he can make. However, keep in mind that it is time consuming to leave your normal work to speak at a college and just compensation should be offered. (Something has to convince the wife to let you leave town without her. And if her theme song is still "take me along", someone has to pay for it.)

Developing a Program Around a Lecture:

The lecture format itself may not be a very effective one for either meaningful interaction or a successful program. Keep in mind the fact that many in your audience have spent several months, if not years, listening to fifty minute lectures, and they may well be sick and tired of passive lectures.

We try to expand the base of exposure for every speaker we have on campus in the following ways:

1. Meeting the speaker
2. Coffee or drinks in the host's home
3. Meals (informal) with the students
4. Visits to classes. (Be careful that you are not inadvertantly asking someone to give a full speech each time he goes to class.) Many faculty members will turn an informal classroom visit into a full scale lecture if they can. It may mean that they won't have to lecture on that topic later.
5. Bull sessions in the coffeeshop or dorm. Many speakers like the give and take of an informal session with college students. It may be the only place they can get this type of inner action.
6. Book displays in library, college union, book store.

College students are into films and it may be a good idea to alter your lecture format to allow some well made films to speak for themselves. We have had much success with Film Board of Canada films, 21st Century Films, NBC White Papers and CBC films. Many speakers like to have films to work from, but be careful not to make your program too long.

Concerts are an effective way to vary your series format. You can often demonstrate something much more effectively than if you just talk academically about the subject. Some areas don't hold up to too much academic examination (humor, jazz, folk music) but will provide an exciting experience just the same. Those of you who are familiar with Preservation Hall Jazz Band will know what I mean. A successful format for us has been the artist in residence. Invite an actor, writer, playwrite, film maker, jazz musician, cartoonist, director, critic, poet, etc. to the campus for an extended period of time. Involve him in classes, dorm sessions, meals, lectures and concerts. Make him a part of the campus.

Sources Available For Speakers

Non-Governmental Organizations

African-American Institute

866 U.N. Plaza, New York, N.Y. 10017. Direcr requests to Mr. Frank Ferrari, Vice President. Provides qualified speakers on African affairs. Travel expenses must be covered by host groups.

American Committee On Africa

211 East 43rd Street, New York, N.Y. 10017 Direct requests to the director. Speakers, usually students and exiles, discuss African affairs generally as well as conditions in specific countries with which they are especially familiar. There is no set fee but a contribution is generally expected.

American Freedom From Hunger Foundation

1818 H. Street, N.W., Washington, D. C. 20006. Direct requests to Mr. Gordon Alderfer, Executive Director. Speakers can almost always be provided in the Washington area, as well as in Toledo, Philadelphia, and Los Angeles without expense. Speakers may be provided in other areas by special arrangement. Topics cover the problem of world hunger and the Foundation's work to encourage American private and governmental efforts in the worldwide freedom from hunger campaign sponsored by the U.N.'s Food and Agriculture Organization.

American Friends Of Vietnam

234 Fifth Avenue, New York, N.Y. 10001. Direct requests to the executive director. Provides speakers who will discuss American commitments in the Far East, Southeast Asia, the Indochinese nations and Vietnam. Flexible policy regarding fees. Travel expenses must be covered by requesting groups.

American Friends Service Committee

160 N. Fifteenth Street, Philadelphia, Pa. 19102. Regional offices in Baltimore, Cambridge, Chicago, Dayton, Des Moines, High Point, N.C., Houston, New York, Pasadena, Philadelphia, Portland, Oregon, San Francisco and Seattle. Direct requests to nearest regional office, which will provide information on available speakers and possible fees. Topics cover a variety of world affairs and subjects.

American Israel Public Affairs Committee

1341 G Street, N.W., Washington, D. C. 20005. Direct requests to the executive director. Provides speakers on Near East issues. All expenses must be covered and an honorarium is expected.

American Jewish Congress

15 East 84th Street, New York, N.Y. 10028. Direct requests to the director of community services. Speakers discuss problems of human rights, Jewish rights, resurgence of Nazism in Germany, Israel, and related subjects. A fee and all ex-

penses must be covered by host group.

Atlantic Council Of The United States

1616 H Street, N.W., Washington, D. C. 20006. Direct requests to Atlantic Council Speakers Service. Speakers (either directors or sponsors of the organization) will discuss the political, economic, and cultural affairs of the Atlantic and free world nations. All expenses must be paid by the host group. Honorarium optional.

The Asia Society

112 East 64th Street, New York, N.Y. 10021. Direct requests to speakers bureau. Speakers discuss various topics dealing with Asian affairs.

Committee For A National Trade Policy

1028 Connecticut Avenue, N.W., Washington, D. C. 20036. Direct requests to the executive director. Provides speakers on the subject of foreign trade policy. Generally no fee required.

Committee On International Exchange Of Persons,
Conference Board Of Associated Research Councils

2101 Constitution Avenue, N.W., Washington, D. C. 20418. Makes available list of foreign scholars teaching or doing research in the U.S. under the Fulbright-Hays Act who are willing to give lectures outside of their host institution. Topics may cover the scholars' academic specialties or a more general discussion of some political or cultural aspects of their countries. Honorarium expected: travel and incidental expenses must be provided by host group.

Diplomatic And Consular Officers, Retired, Inc.

Dacor House, 1718 H. Street, N.W., Washington, D. C. 20006. Direct requests to placement committee, which includes former ambassadors, ministers, embassy counselors, and Foreign Service and State Department officials. Speakers are mainly located in the Washington area, although several are located in mid-western and western states and are occasionally available for engagements. Honorarium as well as paid expenses usually required.

English-Speaking Union

16 East 69th Street, New York, N.Y. 10021. Direct requests to the executive secretary of program department. speakers discuss the relationship between the United States, Great Britain, and the Commonwealth. Fees are flexible, all expenses covered by host group.

European Community

(European Economic Community, European Coal and Steel Community, European Atomic Energy Community.) Information Service, Washington Office: Suite 808, Farragut Building, Washington, D. C. 20006. Makes available community officials, staff members, and other qualified speakers for university and civic group lectures on the European communities and European integration. No fee required, but groups are asked to provide local hospitality. Exception: In the case of a lecture by a European expert who is not an official of the community, an honorarium -- or at least travel expenses -- is generally required.

European Free Trade Association

Washington Information Office, 711 Fourteenth Street, N.W., Wash., D. C. 20005. Direct requests to the director. Provides speakers on European integration from EFTA's Washington office and its member's Embassies and consulates. No fee required but travel expenses must be paid outside of the Washington area.

Experiment In International Living

Putney, Vermont 05346. Direct request to Mrs. Clifford Allen, Volunteer Services. Makes available returned experiment participants to discuss their experiences in various countries. Travel expenses covered by host group.

Federation Of American Scientists

2025 Eye Street, N.W., Washington, D. C. 20006. Direct requests to Mr. Daniel M. Singer. Provides speakers on disarmament, arms control, biological weapons, the arms race and civil defense. Flexible terms suitable to host group.

Free Europe

2 Park Avenue, New York, N.Y. 10016. Direct requests to Miss Nancy Fiesler. Speakers are provided who will discuss subjects related to the organization's major area of interest which is promoting freedom for the peoples of Eastern Europe. Two speaker services are available: 1) The speaker's bureau staff members who require no fee, but all expenses must be paid; 2) The lecture service provides exiles from Eastern Europe who do require a fee and paid expenses.

Inter-American Development Bank

Washington, D. C. 20577. Direct requests to Mr. Pedro A. Sanjuan, advisor to the Bank. Bank officials are available for speaking engagements on such topics as the role and organization of the Bank, hemispheric integration; and general economic and social problems of Latin America. No fee required. Travel and other expenses are generally covered by the host group.

Inter-University Committee On Travel Grants

021 Lindley Hall, Indiana University, Bloomington, Indiana 47401. Direct requests to Mr. E. Willis Brooks. Provides committee representatives to speak on all aspects of the cultural exchange program between the U.S. and U.S.S.R. (official exchange) and Bulgaria, Czechoslovakia, and Hungary (privately arranged exchanges). No fee required and only travel expenses must be paid by host group.

Japan Society

250 Park Avenue, New York, N.Y. 10017. Direct requests to Mr. Douglas W. Overton, executive director. Provides authoritative American and Japanese speakers. Fee generally depends on speaker. In special circumstances the Society can arrange to cover all or part of honorarium. Travel expenses required.

National Citizens Committee For The World Health Organization

777 U.N. Plaza, New York, N.Y. 10017. Direct requests to the executive director. Provides speakers to discuss world health problems and the work of WHO. A small fee is required plus expenses for extended travel.

Operation Crossroads Africa

150 Fifth Avenue, Room 303, New York,N.Y. 10011. Direct requests to the director, public relations. Individuals who have participated in a Crossroads project in Africa are made available to speak about their experiences. All expenses must be covered by host group.

Pan American Union

Washington, D. C. 20006. Direct requests to Speakers Bureau, Department of Public Information. Speakers are selected primarily from members of the staff who are familiar with inter-American affairs and experts in their respective fields -- namely: technical cooperation, economics, labor, social affairs, woman's rights, education, international law, music, art, and other subjects. No honorarium is required but all expenses must be provided.

Population Reference Bureau

1755 Massachusetts Avenue, N.W. Washington, D. C. 20036. Direct requests to Mr. Monroe Bush, executive director. Speakers drawn from the staff discuss all related aspects of the world population problem. No charge for speakers provided for large national groups in the Washington area. No fee is required outside the area but all travel and living expenses must be paid.

Society For International Development

1346 Connecticut Avenue, N.W., Washington, D. C. 20036. Direct requests to Reference Service On Development Information. Although no formalized speaker service is maintained, speaker suggestions are made on an informal basis to inquiring groups.

Speaker Services For The United Nations

345 East 46th Street, New York, N.Y. 10017. Direct requests to director, U.N. Speakers Bureau, UNA-USA. Maintains roster of trained speakers including members and former members of U.N. delegations and missions, members of the U.N. Secretariat and specialized agencies, individuals who have executed special missions for the U.N., foreign nationals familiar with U.N. work in particular countries, and nongovernmental observers of accredited organizations. Fees range from a token fee to a substantial honorarium. U.N. officers, staff personnel, members of missions, and limited number of volunteers require expenses only.

United World Federalists

1346 Connecticut Avenue, N.W., Washington, D. C. 20036. Direct requests to National Speakers Bureau. Speakers available on world law, United Nations, disarmament, and other topics.

Women's International League For Peace and Freedom

U.S. Section, Jane Addams House, 2006 Walnut Street, Philadelphia, Pa. 19103. Direct requests to Mrs. Jo Graham, executive director. Speakers available on variety of world affairs topics. No fee required but all expenses must be paid.

United States Government Organizations

Agency For International Development

Department of State, Washington, D. C. 20523. Direct requests to public affairs division, information staff. Speakers discuss the U.S. Foreign assistance program as a whole or in specific areas of the world, international health, agriculture, education, and other subjects. Filling of requests depends on availability of AID staff members. No honorarium, but speakers will accept prepaid travel.

Army Control and Disarmament Agency

Washington, D. C. 20451. A limited number of staff members are available, whenever possible, to discuss the work of the Agency and related matters. No honorarium can be accepted, but reimbursement of the speakers travel and living expenses is appreciated. The Agency attempts to schedule several speaking engagements in an area so that the travel costs can be shared by several groups.

Atomic Energy Commission
Washington, D. C. 20545. Direct requests to Mr. Bill Perkins, Division of Public Information. The AEC in Washington provides speakers without charge in the Washington metropolitan area only, but field offices can furnish speakers in other locations who will discuss all aspects of nuclear energy and Commission activities.

Department Of The Army
Washington, D. C. 20301. Direct requests to Community Relations Division Office, chief of information. Provides speakers drawn from the staff of the Information Office. There is no charge for speakers. Geographical limitations depend on the evaluation of the request and the resources available.

Department Of Agriculture
Washington, D. C. 20250. Direct requests to the administrator of the Foreign Agricultural Service. speakers on foreign agricultural trade are occasionally available. Expenses generally paid by the Department.

Department Of Commerce
Washington, D. C. 20230. Direct requests to Mr. Robert Culver, director of speakers and exhibits assignment staff, Office of Publications and Information, Rm. 2029. It is suggested that local groups contact the Department's Field Offices (write to Department for list) before writing to Washington. The speakers will discuss such topics as U. S. Trade policy, export control, trade fairs, U. S. trade promotion program, and related subjects. No honorarium is required but reimbursement of travel expenses is permitted.

Department Of Defense
Washington, D. C. 20301. Direct requests to the director for community relations, Office of the Asst. Secretary of Defense (Public Affairs), Room 2E772, Pentagon. Speakers are provided but the department points out that since its mission is to support rather than formulate foreign policy, its personnel "do not normally discuss such matters which are the province of the Department of State."

Department Of State
Bureau of Public Affairs, Washington, D. C. 20520. Direct requests to director, Office of Public Services. Speakers are State Department Officers and Foreign Service officials, stationed in Washington or on home leave. Since the State Department will generally not send a speaker a great distance from Washington to fill just one engagement, an organization requesting a speaker may be required to arrange other speaking engagements in the area. In addition, the Department is eager to obtain as much local publicity as possible and therefore requires the group to provide local press with photographs, biographical information on the speaker (furnished by the Department), and details of the meeting; the Department may also request that groups arrange for radio and television appearances. No honorarium required, but reimbursement of travel and living expenses permitted.

Peace Corps
Washington, D. C. 20525. direct requests to Speakers Bureau. Names and addresses of returned Peace Corps volunteers who are willing to speak to groups about their experiences are available from the Speakers Bureau. No fee required, but travel expenses must be paid by host groups. (Note: films and printed materials are also available from Speakers Bureau.)

U.S. Mission To The United Nations
799 U.N. Plaza, New York 10017. Direct requests to Mr. Donald C. Dunham, director of public services. Very limited number of officers available to send on outside speaking engagements, and only if their assignments can fit into their schedule of official duties. No fee required; all expenses must be covered by the host group.

Academic Experimentation And The Union

BARBARA R. HIGLEY
Program Advisor
University of Wisconsin, Madison

While it is always difficult to define in an "all-encompassing" or complete context such terms as "academic" or "educational," today there are unlimited programming possibilities for the union in the area of "academic experimentation." "Academic experimentation" in the area of union programming should connote a function of complementing, supplementing, adding to, or enhancing the on-going educational "growing" experience for students, faculty, staff, administration, alumni and other members of the University comminity.

How does the union incorporate this philosophy of "academic experimentation" into its day-to-day operation and program? Many unions are sponsoring programs which are already "academically experimental." For example, a visiting artist or lecturer is encouraged to join small informal classroom rap sessions prior to and following the specific program for which he was originally invited. Some unions are providing the day-to-day setting for practicums required by graduate and undergraduate courses, in counseling and guidance. Union food services are providing in-service training for home economists. Family activities and specifically childrens' programs sponsored by the union, are providing a natural "observation station" and a place for practical application of classroom theories for students in child development, sociology or elementary education.

Of course, there are many other examples of academically experimental programs, where the Union does in fact, complement and enhance the learning experience of the college community. However, a focus more important than the program itself is the understanding of how it came about, i.e. what process occurred to stimulate students, faculty and staff into creative and innovative experimental programs? Unfortunately, we often tend to latch on to the specific program used on another campus (which may or may not be appropriate on our individual campus) and forget the process used in creating the idea for that program while putting it into operation.

In order for almost any program to occur, there must prevail a constant awareness and openness to new ideas. New program discoveries may occur by way of a planned brainstorming session, an informal rap session, or a new book. For without "reaching-out" and attempting to be aware of things happening around it or society, the union allows itself to become simply a facility and abandons the creative and innovative capabilities it inherently possesses.

In order to generate ideas for programs, the union must first use the resources that are most readily available. This suggests not only the students and staff on the union programming council, but the hundreds of potential resources found through discussions held with people in academic departments, in university and private housing units, in the community at large and in the college administration. Perhaps inviting some of these people to staff meetings or having an informal coffee with them or meeting them on their own grounds will prove enlightening to those of us involved in the "academic experimentation" of union programming.

Too often, we (staff and students) not only tend to perpetuate traditional structures but, unconsciously let ourselves get into a rut and thus diminish the likelihood of ever broadening the level of our awareness. One exciting possibility, just in terms of funding, might be to build into our traditional budgeting procedures unallocated sums of money to be used by any union or non-union committee for ad hoc programming. By making this money known and available to the campus community as well as encouraging and constantly soliciting new ideas, the possibilities of expanding new program areas are unlimited.

Finally, as we have said before, the idea of "academic experimentation" is not new; many unions have been working with this kind of programming for years. The term itself suggests trying something as yet untested. And while the threat of "failure" (whatever that is) does exist, the vistas of new and exciting program possibilities promised by experimentation should alleviate that fear and make this idea of reaching out (utilizing our own and other academic resources) the dynamic challenge of the future, complementing what is already tenuously operative in Union programming today.

ANNOTATED BIBLIOGRAPHY

Note: The following are only a small number of programs which have an academically experimental base being presented on certain campuses. For additional information contact the individual mentioned in each program described.

Adelphi University: (Mr. Bill Foster, Mr. Dick Dodge, Miss Gloria Scott)

Cinema Club: A program which became a course studying existing films in addition to how to create movies.

"The Learning Process - How do People Learn?" A study being done at Adelphi on how people learn within the union through environmental and program designs.

Chicago Circle: (Miss Pat Nelson)

Program Board: This year the program board is unstructured. There are no specific chairmen, but, rather a group of faculty and students interested in planning programs as they arise. Pat seems to feel this experimental board has greater flexibility and feels more committment to the programming scope and content.

Coffman Memorial Union-Minnesota: (Mr. Erick L. Erickson)

Jazz Workshop: A 10-week course workshop exposing interested students, not necessarily in the music department, to jazz, its history, instruments used, etc. The course is organized by faculty from the music department in conjunction with the union.

Koffee Koncerts: Another means of exposing students to music are these afternoon concerts. Students and faculty perform and informally lecture on individual pieces of music and kinds of instruments.

Guy S. Millberry Union: (Mr. R. A. Alexander)
Committee of Arts and Lecture: Formed of individuals representing many groups on campus, this committee plans non-credit seminars on subjects including textiles, yoga, wine tasting, Gestalt therapy, etc.

Texas Tech-Lubbock: (Mrs. Dorothy Pijan)
Films followed by discussions: Perhaps done on many campuses, the idea of presenting a film with a follow-up discussion by students or faculty is still valid. A philosophy in programming that holds true here espouses the value of exposing the campus to new possible areas of concern -- stimulating rather than always responding, experimenting rather than perpetuating the "tried and true!"

University of Minnesota - West Bank Union: (Mr. Carl Nelson). Funding for any program given to any campus group or student not necessarily on a union committee.

University of Oregon: (Mr. Neil Murray)
Community Development: Drug and Crisis center programming is being done in relationship to curriculum.

University of Texas-Austin: (Mrs. Shirley Bird Perry and Miss Sue Wagnon)
Student Repertory Theater: This union program, which works in conjunction with the drama department, offers to non-drama majors an opportunity to learn, first hand, the designing techniques, publicity, building, acting and writing which all contribute to a dramatic production.
Genesis: A program which attempts to unite various departments in originating, planning and producing programs which are of particular interest to those departments. Union staff and students aid the various departments in planning; however, major involvement on the part of these departments is required.
Challenge: A weekend colloquim which focuses on a particular area such as creativity, the black man, or man and his environment.

University of Wisconsin-Madison: (Mr. Hank Herman)
Hoofers Life Saving Course: A course offered to members of the out-door sports club (Hoofers) as well as, specifically, individuals on the Madison Police Force.
Election Information Center: During the Fall, this center collected and made available as much information as possible regarding the 1970 elections, candidates, primaries, etc. Faculty, staff, students and the community used this center for individual as well as group and classroom information.
Black Revolution Conferences: A conference which involved speakers (occasionally brought by a department), poets, etc. in discussing the black revolution.

The Free University And The College Union

STEVE HERMES
Program Director, K-State Union
Kansas State University

The past few years have witnessed the growth of "co-curricular" experience for students. For a bit, I would like to try to stimulate some thought along the lines of Free Universities, which have become so popular across the country, and what the union might learn from them in terms of programming.

First, I feel cause to say that the limitations of this paper are such that it would be impossible to even approach an adequate treatment of the topic. Rather than give the history of the Free U, or outline a model program which might be meaningful, I feel that the most realistic approach is to focus upon the union staff person as an "educator" in the truest sense.

Much claim is made by the union that it is, indeed, a valid alternative to the traditional classroom. Out of my own biases, I am compelled to agree. But, I cannot, at the present time, feel that, as union staff, we are realizing our potential. To help remedy our present inadequacies, I think we can and should look at the Free University movement and what it has provided as a successful, and recognized, educational alternative. To acquaint one's self with the Free U, it is helpful and necessary to examine its program. (Helpful and necessary, but not sufficient). The success of Free Universities is due to factors more basic, I think, than their program in and of itself. What I am saying here is that that the Free U's have enjoyed success because of several reasons which are not entirely a result of their programs.

It is very essential to examine the needs of today's student. Put another way: really "knowing where students are at". Suffice it here to say that a program is, or is not successful only in terms of its relevance to the student and his life. Maybe we could learn something by looking at just how the specific programs of a Free U relate to the student and his life.

Just what are some of the factors which attract students to the Free U.-type programs? What is it about the Free U. which makes it similar or dissimilar to the union and what it is trying to accomplish? How do students really perceive the Free U. as opposed to the union? Does it make sense to try to replicate the Free U.'s programs and try to make them a part of "our thing"? Rather than say "yes" or "no", I would say that that's not our only alternative.

Already, I sense the need to try to conclude what I've said. I firmly believe both the Free U. and the union to be valid and meaningful alternatives to the classroom. The Free U. is fortunate in that it has only one basic function and goal. The union, on the other hand, is multi-faceted, and in being so, perhaps has a more difficult time articulating its educational goals to others as well as to ourselves. Just how do we "teach"? What do our student committeemen learn? What exactly is our purpose as an educational alternative? Until we can answer these questions, we will continue to struggle defending ourselves as a valid alternative to the classroom. A union staff person probably spends more contact hours with his students than any other "university professional". Let us take advantage of our position and begin to demonstrate ways in which we can act on that potential in terms of our students' education.

Both the Free U. and the union are, in potential, alternatives to the more traditional forms of education. I think each of us can gain from becoming familiar with the Free University movement as well as trying to develop some communication with our own local Free U. It is the responsibility of each of us to act on the questions which have been raised.) I think that by examining the Free U. and how it relates to today's students, and by taking a long, hard look at our own expectations of the union as a learning environment, we can (and must) improve on the ways we relate to a student and to the programs themselves.

APPENDIX

If what you wanted from this particular session was a summarization of everything that has been written by and about Free Universities, you were probably disappointed. I have included the following references and resources in reference to Free Universities. It has been my experience that most persons in this field qre quite willing to share their experience and materials upon request. One might do best by trying to select those persons and places which look most similar to one's own situation i.e. geographic location, size of school, public school, urban campus, etc.

ARTICLES

"The Aims and Philosophies of Free Universities", Jane Lichtman, 47th ACU-I Conference Proceedings, Houston, Texas, March 22-25, 1970 pp. 1-44.

"What Happened to the Free University?", Paul Lauter and Florence Howe, Saturday Review, June 20, 1970 pp. 80

RESOURCES

Education Liberation Front, c/o National Student Association, 2113 "S" Street N. W. Washington, D. C.
Cooperative Resource Group, Antioch College, Yellow Springs, Ohio
Educational Exploration Center, 3014 16 Avenue South, Minneapolis, Minnesota.
New Schools Exchange, 301 E. Canon Perdido, Santa Barbara, California.
Len Epstein, Monterey Peninsula College, Monterey, California.
Jane Lichtman, American Council on Education, 1 Dupont Circle, Washington, D. C.
Sue Maes, University for Man, Kansas State University, Manhattan, Kansas.
Noel McInnis, Center for Curriculum Design, Evanston, Illinois.
Jan McClain, California Institute of Arts, Los Angeles, California.
Bill VanBuskirk, 2741 Hampshire, Cleveland Heights, Ohio.

Program Budgets and Evaluating Programs

CLIFF HARRALSON
Director, Commuter Center
Northeastern Illinois State College

As I gathered information and materials for this workshop session on "preparing Program Budgets" it seemed to me that we needed a reference point or common denominator from which to begin. As I searched the Proceedings of previous years' conferences to see what had been written on this subject I re-discovered Dick Blackburn's paper, Financing Union Programs, prepared for the 1966 conference in New Orleans. Dick handles the subject quite well. He deals with the philosophy of financing programs as well as the practical ways of raising and distributing funds. It is an excellent paper. If you haven't read it, I recommend that you do. If you have read it, I suggest that you read it again if you are seriously interested in learning about financing and budgeting for union programs. Dick has very graciously consented to permit me to use his paper as a reference point for the information and materials that we shall discuss today.

I am indebted to two young men from Regions 8 and 9 who have helped me gather the sample budgets that we will present for discussion. Bob Busch from Wisconsin State University, Stevens Point, Wisconsin and Bruce Carlson, Northern Illinois University, De Kalb, Illinois were both very kind and helpful in sending me copies of their current budgets and financial statements regarding fiscal policies of their schools, and giving me permission to reproduce and distribute them here today. I am also indebted to Carol Burke, Program Advisor at our school, Northeastern Illinois State, who has prepared summaries of our current budget. These three people have been asked to help with this workshop session. Please feel free to direct questions to them.

You may wonder why we chose three, and only three, sample budgets. I feel that these three schools, located very close together in the Midwest, offer the complete range and contrast of fiscal policies in financing union programs.

At one school all programs are free. Hence, no income column on the budget forms. All funds for programming at this school are requested from a faculty-student committee which is charged with distributing the student activity fee among all student organizations.

At the second school the program financing is completely reversed. There is no allocation from student fees. The programming department is on its own -- sink or swim. This school offers many free programs also, but they must be supported by above-cost funds raised by the charged-for programs.

The third school is in between these two extremes. It prepares a budget and requests some 50% of the total expense column from student fees. This school anticipates bringing in enough money from charge programs to pay the other 50%.

We offer these three samples to demonstrate the sharp contrast in fiscal philosophy and policy. We also hope to point out some of the advantages and disadvantages of each. Finally, we hope to show that regardless of the source of income, once it is determined, all budget planners handle their expense column pretty much the same.

Perhaps we should outline the major points in:

Preparing Program Budgets

I. Understand the fiscal policies of the college.

A. Set or specific budget limit. (Budget is based on X number of dollars usually allocated from student fees, but may not charge for programs. If a charge is permitted the proceeds may not be used for additional programs. Any proceeds are usually returned to some general fund.)

Example: Northeastern Illinois State College, Chicago

B. Open-ended or non-specified budget limit or revolving budget. (Budget is based on self-generated revenue with successful programs being the key to future programming. Excess proceeds from charge programs support all free programs.)

Example: Northern Illinois University, DeKalb

C. Combination of A and B. (Specific budget is provided and all generated revenue from charge programs may be used to supplement the total program budget.)

Example: Wisconsin State University, Stevens Point

II. Begin Budget Planning Early

A. It takes time to plan a sound budget. One prepared in haste is more likely to be inaccurate and/or have omissions.

B. Student committee chairmen and/or chairmen-elect should be given the opportunity to work with their committees in planning the ensuing years budget. The experience they gain in planning a sound budget is invaluable. It is also an excellent opportunity to evaluate the current year's programs and decide which ones should be expanded, curtailed or replaced if necessary.

C. Early beginnings hopefully result in early acceptance, approval or confirmation. Early approval is essential for booking most of the large contractual programs such as: 1. Concerts 2. Lecturers 3. Plays

III. Outline needs and set priorities. (These will usually be listed under the various programming areas or committees)

A. Fixed expenses:
1. Salaries
a. Professional
b. Clerical
c. Student
2. Repair and Replacement of Programming Equipment
a. Office equipment
b. Stage equipment
c. Movie equipment
3. Supplies
4. Communications
a. Telephone
b. Postage
5. Membership Dues

B. Contractual Expenses
1. Performing Arts
a. Fees paid to concert artists, lecturers, etc.
b. Facility rental
c. Hired technicians
2. Film Rental
a. Fee for free show
b. Fee for paid show
3. Exhibit Rental
a. Shipping cost
b. Insurance cost
4. Security Personnel
a. Concerts
b. Films
c. Exhibits
5. Printing
a. Tickets
b. Programs
c. Calendars
6. Special Instructors' Fees in Arts and Recreation
a. Bridge
b. Dance
c. Crafts

C. All Other Anticipated Expenses
1. Food for banquets and receptions
2. Decorations for special events
3. Travel
a. local
b. regional
c. national
4. Educationsl and Recreational Materials and/or Supplies
a. music room
b. browsing room
c. quiet game room

D. New or Additional Programs and/or Equipemtn
1. Experimental Programs
2. Better equipment

This exemplary list of needs must be matched with another list which shows anticipated income. If the program operates on the "Set or Specific Budget" as described in I-A, there is only one source of income which is an allocation from student fees. The allocation may be based on a certain amount per student, which is preferable to a fixed sum each year. The least preferable is taking the proposed budget each year to some student-faculty apportionment board and competing with athletics, publications, music activities and campus clubs for an indefinite share of a student activity fee.

Those programs which operate on an "Open-ended or Non-Specified (pay as you go) Budget, I-B, appear to be in an enviable position as far as independence in budget planning is concerned. On campuses where this type of budgeting will work, the system provides the opportunity for more flexibility with experimental and free programs as well as paid programs which must generate sufficient funds to support the entire program. On the negative side, it must be pointed out that should all of the anticipated income fail to materialize, cuts will have to be made somewhere -- usually in the free and/or experimental programs. The fear of losses could also influence the budget planners and cause them to be quite conservative in planning even the paid programs.

The third category, I-C, is probably the one that most budget planners, particularly the relatively new, would find most comfortable. In addition to the advantages of being open-ended it also provides a buffer or insurance policy that should offer greater protection for the experimental and/or free programs. Working with the protection of an allocation the planners can be less conservative. Even the anticipated income from paid programs can be reduced.

IV. Develop Helpful Techniques

A. Flexibility in programming must never be overlooked by budget planners. Regardless of fiscal policy the best plans will have to be altered on occasion. Some programs will fail to materialize and it may be desirable to substitute. Some new or unexpected programming opportunity will present itself and must be dealt with immediately or lose its significance. A wise budget planner will have a small reserve to meet such emergencies and/or a few tentative programs that can be reduced or eliminated to help provide funds if necessary. If, on the other hand, as the year progresses, more funds are available than had been anticipated, it is wise to have some plan to make the best use of them. Keep a priority list handy. It may be helpful. Remember that a budget is really only a plan and plans can change.

B. A "cash flow" chart will help budget planners in predicting low tides and avoiding empty coffers. This chart simply indicates the amount of cash available along the vertical axis and a continuum of event dates along the horizontal axis. By indicating the anticipated income and expense of each event on it's assigned date along the horizontal axis the cash reserve moves up or down on the vertical axis. It is easy to see where the reserve could be dangerously low and perhaps rearrange the dates of some money-makers with money-losers to avoid low tides.

C. Use a crutch -- evaluate last year's budget thoroughly. Review regularly the current year's budget making notes of suggestions for improvement while a good idea is fresh. This information will be invaluable when planning next year's budget. Borrow a crutch if the program is brand new and no budget has been prepared before. It is not difficult to find another union of similar size with similar resources. Most union people will go out of their way to be helpful. Don't hesitate to give tham an opportunity to show what they know about budgets and other areas of programming.

Black Cultural Programs In The College Union

OLIVER LaGRONE
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Today Africa is being rediscovered through the probings or archaeologists, anthropoligists and historians. The old Africa emerging through change and our greater knowledge of its past is the logical link -- the potential "bridge of understanding" of this basic fact: Peoples brought from Africa came from a land, history and many cultures that in long periods before and during the middle ages were the equal of the most advanced civilizations. To pinpoint in time and place the beginning of contacts between Europe and Africa -- to trace as background the nature of these exchanges in the modern period -- is the first essential to an honest look at the Afro-American and the American becoming.

The transplantation of an estimated 15 to 45 million Africans into the Americas which took place over three and a half centuries set the stage for the impasse today which Dr. W.E.B. Dubois refers to as follows: "The problem of the twentieth century is the problem of the color line." This massive displacement of peoples and cultures, a "forced Odyssey" of modern times is in many aspects unique in history. It was a special brand of colonialism at first without benefit of formal conquest of peoples, their capture, occupation, enslavement as booty or spoils of war, and the setting up of traditional governing machinery. Here was more of a limited commerical adventure--men investing in ships and carrying out thefts and tradings with African chiefs for slaves or raw products in return for European or American manufactured goods, intoxicants and baubles. These thefts and purchases of slaves was in time to become greater in value than all the vast wealth taken in cocoa, ivory, gold, diamonds and other earth treasures. Subjugation of African peoples and occupation of coastal permiters by Europeans was largely a matter of accomodating needs for this lucrative trade in labor known as "black gold." Nearly four hundred forts (called factors or factories on Africa's west coast) were used to hold and facilitate this exchange of black men into slavery. Europeans fought each other to control it.

Portugal, Spain, France, Holland, Germany, Great Britain and the Danes made attempts at colonizing chiefly to get at the great wealth of Africa and the New World. Some established footholds on the long coast from Senegal almost to the southern tip of Africa, and Portugal set up colonies on the East Coast of Africa. It is germane here to understanding the birth and growth of what Melville Herskovits calls "the myth of the Negro past" as well as the American attitudes of white racism to note: The Portuguese as did all European nations, involved themselves with zeal in the "commercial expansionism" of the mid 15th century. Prince Henry the Navigator'a School was an instrument in the effort of Portugal at training men for sailing to circumnavigate the continent of Africa and to reach the fabulously rich East Indes.

It was on such a voyage that the Portuguese laid anchor near Benin in Nigeria off the Gulf of Guinea. When they landed and saw the gold and the multiplicity of art objects, sculptures and priceless examples of creative works there, they were amazed. Their imaginations and their ingenuous devices for getting their hands on these hordes of wealth were set in motion. So, taking examples of the bronzes of Benin, the wood carvings of Dahomey, they took these back to Prince Henry with African natives they had captured on the coast. In substance they reported to him that these figurines were the dolls of savages, of fetish-worshipers, idolators. "They worship these, as their gods, and it is our moral duty to bring them our Christianity -- enslave them yes, as the first step away from their heathen state, and meanwhile their labor will help pay for the Prince Henry's School of Navigation."

History says that the Africans were sent to the Pope and he was pleased. So we have the beginning of "the myth" which each succeeding colonizing power was to use in rationalizing its greed in those African ventures -- steps which were to leave Africa raped and prostrate (after three and one half centuries of thefts) of it's wealth and peoples. It is ironical that the art works which were later to make such an impression upon masters of art like Pablo Picasso, Mondrain, Braque, and Klee, were used then to "make a case" for the Africans' innate inferiority -- for his being divinely ordained as a "hewer of wood and a carrier of water."

From the landing of Columbus at San Salvador in 1492 there was begun the effort to enslave the Indians. Later it was the use of European servants, as one of the "false starts" made in finding the manpower needed for conquering the forests of the new world and tapping its potential wealth. It was however the African who was soon agreed upon as the ideal slave for the new world. From the middle of the 16th century on, a widening stream of black gold was to pour into the islands and mainlands of the Americas. Europe began its race for the lands of the new world and one center of trading commerce became Africa. Chattel slavery was adopted to occupy and hold as property the bodies, labor, loves, and lives of black aliens in a strange land. The slave trade in all its horrible ramifications was the natural corollary to such a system of slavery. It was to become accepted as part of America's competing colonialism with the imperialisms of Europe. Of the three basic needs for producing wealth, land, labor, and capitol -- the first was taken from the Indian, the second stolen from Africa, and soon much of the third, produced from sales of the second -- black labor.

A series of what may be called "economic kingdoms" (defined by their largest staple crops or products) may be traced, beginning with the Carribeans and the "Sugar Empire." Later we trace the tobacco-growing domains of Virginia, North Carolina, and Kentucky, a part of the accelerated westward expansion of the United States after independence. South and west down the Eastern seaboard it moved to the southern gulf coast states where "cotton was King." -- Westward still into Texas and the great cattle raising empire, then northward and westward to the wheatlands and the midwest breadbasket of America -- to sheep and hog-raising, on westward still with the cattle trails, the lumber and mining, west, on into the sunset at America's meeting of the pacific. The enormous growth of wealth in each of these areas and it's expanding economic base was shaped too, in important measure, out of the labor of millions of black workers who received no pay. These lands, vast acreages of the west and south, territories reaching for statehood, were made available for homesteading to all Americans except the black freedman. Reconstruction proved to be a period of disillusionment and the twentieth century brought with it the "nadir" for black men.

The barriers built against the full exposition of this story of the black man in America and the world while the process of cultural accommodations between the black African and the white American took place, has taken the form of a "body of myth." Built on these early assumptions of Europeans, American ingenuity added color, race, and the term Negro into the equation with a small "n," stamped U.S.A. These myths make up the content of over three centuries of brainwashing of which the white and black are now victims. By first destroying (in both these groups), the accurate picture of the African, his origin, the roots of his past, they set the two areas or "poles of conflict." Here, the greater myth of "race" -- with superiority of one and inferiority of the other -- thrives and gains credence. This century has seen the aryan myth exact a horrible toll. The present struggle of the Afro-American for his civil rights in America, challenges the entire body of assumptions basic to white racism. It is a new phase of the long and continuing campaign for a just society.

This "new phase" aimed at a new image of "self" for the Afro-American is in ways, different, at least by degrees and depth, to other efforts of its kind. It follows through from the slave revolts, court battles, the Dred Scott Decision, and Plessey vs. Ferguson to the School desegregation decisions of 1954 and others. It embraces the lessons learned in the various protest demonstrations and non-violent civil disobedience drives led by the late Dr. Martin Luther King, Jr. and the not so non-violent ones led by Stokley Carmichael and H. Rap Brown. The difference, and this I think is of great concern to all teachers, (and of particular concern to all Afro-American teachers, or teachers of Afro-Americans, as well as non-black students) is deliberate introduction and teaching of the "whole cloth concept" of our American historical tapestry. There will have to be a special emphasis placed on those neglected facts about the black man as Americas largest minority as well as the Indian, the chicano and other sorely aggrieved groups without which our American history is woefully incomplete, misleading and dishonest.

The area of "speciality and competence" will dictate the teachers choice of a "handle" to grasp in coming to grips with this thesis. In my proposal there are not only the personal preferences of an artist -- a black artist, but also the "frame of reference" to be found in Dubois' "Souls of Black Folk", James Weldon Johnson's Poem "O Black and Unknown Bards", and Leroy Alain Lockes' "The New Negro." I suggest as an antidote for myth and as a particularly refreshing approach to re-assessment of the humanity of black and white Americans an honest look-see and as much as possible involvement, with the story of the black man's creativity expressed as a "common cultural denominator" in his arts. Here at the "cultural link" -- in the art of Africa where the European interpretation of the black mans humanity was stamped as his "inferiority" exampled in art -- we must return, reclaim and re-assess as teachers. We must strike the myth which first branded the black man as divinely ordained to be a "beast of burden" as the patent falsehood that it is. The roots of white racism and anti-humanism are deep.

With this as a starting place for the teacher of much needed social skills to our new generations of Americans, on grade levels, as in the colleges, we urge an historical examination of this creative fire. What happened to it when the African of the old world was transplanted into the new world economy? We see revealed the "genius of Man" in many African social organizations in which these native arts were an integral and unifying part.

The utility, creative gift, sensitivity, imagination, and skill coalesced in the bronzes of Benin, the megaliths of Gambia, the woodcarvings of Dahomey, was painfully crushed by European colonization in Africa, and by slavery in the Americas. Miraculously in rebirth we find them redirected to meet the social requirements for life by these homeless African groups -- orphaned, in a new world home. The changing from African to Afro-American, from non-literate cultures -- from the "language of sculpture," and other arts, spoken, drummed, danced, or sung, to and beyond the hybrid poetry, chanted, spoken, sung, and later written in America, years before the slave was legally or technically free, is a story of inspiring dimensions. Finally, our using this drama of his transformed arts, as they mounted the rising "crescendo of survival" -- "Let my people go" -- is the celebration of the core credo of the American Founding Fathers, black and white, who were moved by promise of the "American Dream" as a human dream. It honors as heritage, this singular triumph of the human spirit in the new world.

For those teachers of language -- arts, social sciences, humanities -- that dwindling number who have confronted American History and emerged with hope, rather than hopelessly cynical -- here is an innovation for acting in a small, but critical arena to help recreate the black man's humanity, and so, the humanity of America and the world. There will not be one without the other. For those who honestly wish for their students a feeling-intellect grasp of the qualitative reality of the black man's hopes and aspirations as a human being, for those who wish relief from the white guilt-fear-hate syndrome, and the black frustration-fear-hate chain-reactions that have marked our past and threaten our future, we point to the great humanistic history lessons in this revival-survival story: The Odyssey of the Afro-American and His Art.

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How To Negotiate A Contract

HAROLD W. JORDAN, Indiana University
and
WILLIAM DICKERSON, SUNY Cortland

HOW TO NEGOTIATE A CONTRACT

To the surprise of some of you in the audience and on the panel, my approach to the problem of "How to Negotiate a Contract" is going to be very simple and direct. Lacking a legal background, and lucky for you too, I will not attempt to go into all the "whereas", "hereins", "and/ors" that you confront when one mentions a contract. Instead, I make two very simple recommendations:

1. Seek out reputable and experienced artist managers who are known for their honesty and integrity.
2. Follow the Golden Rule -- "Do unto others as you would have them do unto you."

Today, all of us are very vocal and ready to criticize. The other person is always wrong -- never us. If we would practice good ethics in our dealings and avoid those persons or firms that are not ethical many of our problems would be solved.

Let us take a few minutes to consider step-by-step "How to Negotiate a Contract".

1. SELECT A REPUTABLE ARTIST MANAGER.

Your colleagues in the Association of College Unions-International will be happy to advise you from their personal experiences.

2. BECOME PERSONALLY ACQUAINTED WITH A REPRESENTATIVE IN THE ORGANIZATION.

Because of personal acquaintances in the field, I could, for example, book a complete artists course through the mail or by telephone without a visit to New York. You learn to know whose advice can be accepted, whose price is right, etc.

3. DECIDE ON THE ARTIST OR GROUP THAT YOU AND/OR YOUR COMMITTEE WISHES TO PRESENT.

Be sure it is what your campus wants. Do not be sold. Be a buyer. Not every campus can present the same type of program. Know your audience.

4. COME TO A SATISFACTORY AGREEMENT ON THE FINANCIAL ARRANGEMENTS.

Too many buyers accept the first fee offered without any consideration for size of audience, price scale of tickets, appropriate dating, etc.

5. NEGOTIATE AN AGREEABLE DATE.

Know your own calendaring problems but also find out artist engagements prior to yours. You do not want impossible travel distances -- a tired artist, a poor program.

6. THE CONTRACT.
   - a. Read carefully, including the fine print.
   - b. Have contract checked by at least one other person.

c. Cross out any item you do not agree to, initial and date these changes.

d. If you use a rider, sign and attach to each copy of contract. Make sure it becomes a part of the contract by signature of the manager.

e. Complete all requests for information such as:

Date and hour of performance
Best hotel
Hall capacity
Rehearsal schedule
Party to notify on arrival
Stage specifications
Equipment available
Dressing rooms

f. Complete publicity requisition.

g. Return signed contract promptly.

7. ANNOUNCEMENT OF EVENT

Your contract is not completed until both authorized parties have signed the contract and you have copy of same.

To me, the above is a simple, orderly way in which to do business. Now, for some specifics on items that may bother a new person in the field:

a. The stage business has a language all its own. Be sure you know what is being talked about. Ask questions if you do not know:

3 Sheets, 24 Sheets, Manifest, Yellow Card, Lines, Loaders, Wardrobe.

b. I spoke of a rider. These are specific conditions under which you are booking the attraction. Be sure this is accepted by the company or artist and made a part of each copy of the contract. Some of these conditions save you considerable money and avoid problems later.

c. Special local presentors contract form. We have found in the past that this is generally not acceptable to the managers, who prefer to use their own contract form. I was a member of one organization that finally wrote off a massive printing bill for their own contract form because no manager would accept it. Personally, I can agree or disagree with anyone's contract and make it acceptable to my university.

Many presentors complain about the high fees charged for today's attractions. There is a lot of talk about getting something done about it. I feel we are our own worst enemy in this case. Some local presentors have unlimited funds for bookings due to required student fees. Therefore, they will pay the first asking price. Here is where a smart negotiation comes in. Put a top on your budget and live within it. Supply and demand is still the best control over prices. Do not be afraid to say "no" to a price you feel is too high. After all, the agent does want your contract.

No doubt, some of you have heard a great deal about contract cancellations. Yes, it does happen. Many times it is unavoidable due to sickness, world conditions, political involvement and even local campus problems. Again, here is a time when good personal relationships can pay dividends. Just recently, we went through a cancellation due to the fact that the noted Russian cellist Rostropovich was, so to speak, "grounded". If possible, an attempt is always made to substitute on the same date and always with an artist of even greater renown and popularity.

In the case of campus unrest, some cancellations have developed at the insistence of the local presentors. In such cases, one must be careful not to be caught with the payment of artist fee as well as the refund of tickets. Such things must be carefully thought out in advance and previously arranged by both parties.

If your contract refers to certain conditions unknown to you, be sure to delete same by cancelling that portion of the contract and initialing it. Sometimes a particular clause may refer to the constitution or by-laws of an organization to which you would have no access. As a result, cross it out. They will usually accept it without question.

Another reason that all conditions must be agreed to mutually and in advance is the fact that on the day of the engagement you will generally be dealing with a person who is a perfect stranger to you. He or she will follow the signed agreement but will not adhere to any previously stated verbal requests. This is particularly true of an artist's personal manager, secretary, or a company manager.

I am sure some of you have heard of ASCAP (American Society of Composers, Authors and Publishers). This organization collects a licensing fee for the benefit of its members. No one has an argument with the purpose of the organization. After all, the author generally receives little personal benefit from his writings. Who pays this license fee is the question. In case this comes to you, let me suggest that you clear this with your business officer.

In my opening statement, I said you should:

1. Seek out reputable and experienced artist managers who are known for their honesty and integrity

AND

2. Follow the Golden Rule.

In regard to the latter, let me say that you as a presentor have many obligations too insofar as negotiating the contract and fulfilling its conditions.

1. Be reasonable in your requests of artist and managers.
2. Provide clean, comfortable accommodations....both stage and housing.
3. Be considerate of the performer's needs.
4. Provide all that you agreed to in the contract, even go the extra mile so a performer will want to return to your campus.
5. Return the signed contract promptly so artist managers may complete their schedule.

In conclusion, let me provide you with a list of TEN DONT's for BOOKING ENTERTAINMENT:

1. Don't announce a program without a signed contract.
2. Don't be caught with "fine print" you did not read.
3. Don't make verbal agreements.
4. Don't contract without full knowledge of attraction.
5. Don't make advanced payments.
6. Don't pay unreasonable fees.
7. Don't make unreasonable demands of manager.
8. Don't pay for "extras" not previously agreed to.
9. Don't make unfair requests of artist or company.
10. Don't deal with an unethical manager.

I hope this presentation has been helpful and that it will serve as a basis for good contract negotiations. Remember that a contract "is a writing made by the parties to evidence the terms and conditions of a contract" and that it is worth no more than the paper it is drawn on unless the signers of same are honest and ethical.

PROBLEMS IN ENTERTAINMENT

When you think of problems in entertainment, probably one of the following occurs to you immediately: outrageously high prices, crowd control, drugs, length of performance, adequate sound and lighting systems, lengthy technical riders, or troublesome road managers. Most of us come in contact with these and many similar problems every day of the week. However, the substance of this paper concerns the one big "problem in entertainment" where we can have a distinct effect, but all too often, fail to even think about. That is, our own role in entertainment on campus.

The entertainment advisor on most campuses can be one of the biggest assets to a smooth, diversified entertainment program, or one of the biggest hindrances to such a program, and instead, a perpetuator of inefficiency. By inefficiency I am referring to such things as: paying too high prices because money is no problem; leading agents on when there is little possibility of a confirmation; signing a contract with little knowledge as to what is actually signed; or presenting an act on campus, and not following up by sending appropriate letters or evaluation forms to the agent or manager.

Most of us view (or should view) our role as entertainment advisors as an educational one for both ourselves and the students around us. However, does this give us the license to ("for educational reasons") allow our students to learn by their mistakes -- regardless of the outcome? In my opinion, no! We have all made mistakes in presenting entertainment and the student should benefit by our mistakes, as opposed to repeating them.

To this end, I have attempted to become quite skeptical when it comes to concerts on campus -- especially the details. It's a pretty weak argument to state "You were told that there would be ten students to control smoking." This should be common knowledge to both you and the concert committee chairman, and a listing of each of the student employees names and stations on the night of the concert can prove quite helpful. There are many such practices that can contribute to a smooth concert. However, there still is a great deal of room for improvement before we can attain the level of sophistication that should be a top priority item for all of us.

To further emphasize my point, take this short five minute test to see how you compare with other entertainment advisors when it comes to "common, everyday concert planning".

I. When your school is looking for entertainment for a particular weekend, do you:

1. Check local facilities and, temporarily, "hold" the ones that might be applicable?
2. Check local facilities, obtain availabilities, assume that they will remain that way until entertainment is confirmed?
3. Assume that the desired facility is available and begin calling agents.

II. After reserving the facility, do you:

1. Call various agents, giving an approximate price range and asking for availabilities that weekend?
2. Call various agencies, stating your budget and asking who is available for that price?

3. Call an agent, ask the price of Group X, and then offer the group the asking price?

4. Call an agent, stating you want Group X, and will pay anything to get them:

III. After receiving the unsigned contract, do you:

1. Discuss each point of the contract and rider with students, change them when necessary, attach your own rider, and return signed contract?

2. Look it over quickly, change necessary items and return signed contract?

3. Sign contract and return with little thought to finer points?

4. Ignore contract for three weeks, sign and return, expecting an immediate reply?

IV. Having signed and returned contracts to the agent, do you:

1. Make preliminary plans among the committee as to time schedules and appropriate styles and places for promotion and advertising?

2. Announce that Group X will probably be coming to campus but no written advertisements as yet?

3. Advertise that Group X is coming, knowing that the contract will be returned shortly?

4. Sell tickets for Group X, knowing that the contract will be returned shortly?

V. Upon receiving the signed contracts, do you:

1. Check to see exactly what artist has agreed to, determine proper ticket outlets, begin appropriate promotion, and see that sources for technical requirements of rider are sought immediately?

2. Assume contract is the same as you signed, determine proper ticket outlets, begin appropriate promotion and see that technical requirements of rider are sought immediately?

3. Begin promotion and leave technical requirements until a later date?

4. Forget about promotion -- artist will draw sufficiently on name alone?

VI. Approximately one week prior to the concert, do you:

1. Check with artist or road manager as to routing, expected time of arrival, lodging, any changes in rider that agent may not have been aware of?

2. Check with artist or road manager as to routing, expected time of arrival, and lodging?

3. Forget about checking with anyone, as all problems can be solved upon artist's arrival?

VII. On the day of the performance, do you:

1. Arrange to meet artist at an agreed upon location (airport or concert hall), see that concert hall (including dressing rooms) is ready for rehearsal and check with security and traffic control as to starting time?

2. Let artist get to concert hall the best way he can, send someone to meet him there for rehearsal, see that the physical setups are ready on time (including dressing rooms), check with security and traffic control as to starting times?

3. Have someone meet artist at the concert hall for rehearsal, and assume that physical requirements and traffic control are taken care of?

4. Let artist rehearse by himself and not be bothered by your people "hanging around"?

VIII. Just prior to and during the performance, do you:

1. See that the hall is cleared until sound and lighting are correct, adequate entry to stage is maintained, facility policies are announced and enforced, dressing rooms are locked and guarded, representative of the artist is in communication with the sound and lighting crews?

2. Push artist to complete sound and lighting balance to hasten seating, announce facility policies (such as smoking) and consider that aspect done, see that the dressing rooms are locked and guarded, and that the representative of the artist is in touch with the lighting and sound crews?

3. Allow the audience to enter the hall before sound and lighting are completely checked, forget about announcing facility policies since people should be allowed to smoke during a concert, let the artist get someone to guard his dressing room if he feels it is necessary, and see that a representative of the artist is in touch with the sound and lighting crews?

IX. At the conclusion of the performance, do you:

1. Make sure dressing rooms are unlocked, see that only the presentor or his representatives are allowed into the dressing rooms, see that the artists' wishes, as to autographs, are honored, see that any agreed upon student help is ready to assist with the artist's equipment, pay the artist or manager, and thank the artist and wish him success on the rest of the tour?

2. Get dressing rooms unlocked as soon as possible, allow concert committee in to meet and talk with the artists, push artist to sign autographs, get students to assist with artists' equipment, pay the artist or manager, thank the artist and wish him good luck with the rest of his tour?

Travel Programs Are Possible In Any Size Union

ELLEN MULQUEEN
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Trinity College

Affinity group travel is very big business. Almost daily, union directors and program directors receive calls and letters from travel agents, airlines, or tourist bureaus, with suggestions for flights and tours to all major foreign cities. Posters mysteriously appear on bulletin boards, offering trips and tours to all comers at unbelievably cheap prices; occasionally these groups make headlines when they strand hundreds of people in Europe, or when the Civil Aeronautics Board cancels a flight because it is "illegitimate."

What's it all about? What is an affinity group, and how can it be illegitimate?" Why are the rates so cheap in some cases, and so expensive in others? Most of all, why should an overworked union staff take on still another complex responsibility, and organize group flights?

International group travel can be a very legitimate and important segment of a college's union program. The educational and recreational advantages are obvious, and the great savings available to affinity groups cannot be overlooked; for example, a regular low-season round-trip Boston-Lisbon-Boston ticket is $420. High-season is $510. A 14-28 day excursion non-affinity rate is $300; a 29-45 day excursion non-affinity rate might be $250, $265, or $295, depending on the dates. An affinity group, on the other hand, may choose to stay abroad for any length of time, so long as they fly together and form a legitimate affinity. A forty-person affinity is $270.00 per person as of April 1, higher than some excursion rates, but with more freedom of date choice. Should an affinity group be sufficient to charter a 160-seat plane, the per-passenger price would be approximately $185. By operating the affinity group through the union, the college has the control to assure that the group is being run according to government (that is, Civil Aeronautics Board) regulations.

CIVIL AERONAUTICS BOARD

Civil Aeronautics Board regulations are plentiful, but basically the organizer must be aware of the following:

An affinity group consists of any bona fide members of an organization, and their immediate families, who choose to participate in the charter or group flight;

"Bona-fide members" means those members of an organization who have not joined the organization merely to participate in the charter as the result of solicitation directed to the general public -- in the case of colleges or universities, this usually includes students, faculty, administration, and staff, but not alumni;

"Immediate family" means only the following persons who are living in the household of a member of a charter organization, namely, the spouse and dependent children of such member (as of October 1, 1970), parents of the member are no longer allowed to participate in a charter, but may participate in an affinity group on a scheduled flight);

A charter flight is an entire aircraft, the capacity of which has been engaged for one or more affinity groups (CAB regulations allow up to three affinity groups per charter, each group consisting of at least forty members);

An affinity group of forty or more may book passage on either a charter or a scheduled flight;

A "pro-rata charter" means a charter the cost of which is divided among the passengers transported;

A charter or affinity group flight cannot be advertised in mass media -- advertising must be restricted to newsletters or periodicals of the chartering organization. College radio stations and college newspapers are acceptable advertising media;

In the case of a round-trip charter, one-way passengers shall not be carried, except that up to 5 per cent of the charter group may be transported one way in each direction;

Neither the carrier nor the travel agent may make payments or extend gratuities of any kind, directly or indirectly, to any member of a chartering organization, whether in relation to air transportation or otherwise;

The charterer shall not make charges to the charter participants which exceed the actual costs incurred in consummating the charter arrangements, but reasonable administrative costs of organizing the charter may be divided among the charter participants; such charge shall not exceed $300 (or $500 where the charter participants number more than 80) per round-trip flight.

RESERVATIONS

Normally, a charter plane must be engaged many months prior to flight time, especially for flights during busy tourist seasons. A 10% deposit is usually required, whether the organizer is working with a regular commercial airline or a supplemental airline; this deposit will be refunded completely up to sixty days prior to flight time, should the organizer wish to cancel the charter, but within sixty days of the flight date, the charterer loses the entire deposit in a cancellation.

Reservations for affinity groups on regularly scheduled flights should be made well in advance, also, but no deposit is needed until sixty days previous to flight time; thus, for a college without a travel program budget, such an affinity group would be more workable than a charter since 10% deposits can be requested of all passengers by that date. Airlines ask for cancellations on affinity groups by sixty days previous to flight time, as well.

A word about supplementals versus commercial airlines: supplemental airlines (e.g., Trans International Airlines) are less expensive to charter, and major supplementals are completely safe; however, many perspective passengers are wary of traveling by supplemental transportation, and would be much more willing to book passage on a "known" name like Pan Am or Sabena.

FLIGHT OR TOUR

The organizer of a travel program inevitably comes to the question of whether to offer a round-trip-only program, or a package tour. In most cases, the round-trip-air-fare plan sells best to a college community, most of whom prefer to travel separately once abroad; however, for special interest groups, such as skiers, or for those who feel more comfortable with a structured tour package, optional packages can be offered along with the round-trip fare. Such packages might take the form of a centrally-located hotel reservation plus a rented car, a hotel-bus transportation-sightseeing combination, a hotel-theatre combination, a hotel-ski lift-meals combination, or any other combination you feel would sell on your particular campus. Many combination packages are available through European agencies, and the prices vary greatly; the best way to develop a satisfactory tour option would be through a reputable travel agent.

Most people think of traveling abroad in terms of summer vacation; however, organizers should not overlook the institution's open periods (Christmas, intersession, Spring break). Off-season rates are temptingly low (e.g., late March departure from Boston to Paris, and back to Boston in April, $193 for a 40-person affinity) and increasing numbers of students, faculty, and staff look for travel possibilities during these breaks.

The more unfamiliar your staff is with group travel, the more advisable it is to work through a travel agent. He knows the latest rulings, price changes, and tour options -- things it would be nearly impossible for your staff to keep up with. Even experienced organizers often choose to work through an agent.

Another possibility, for member schools, is the National Entertainment Conference flight program. The NEC does all the work, other than distributing flyers; applications are sent directly to the agent, deposits and final payments are collected directly, and the NEC sends you a list of participants from your institution. Each participating school forms its own affinity group within the program, and flights correspond with your particular institution's vacation periods. Because of the many participating schools, the rate is quite low.

HASSLES

As with all programs, a group flight program is not without its problems. The program can eat up tremendous hunks of your time, and often you face cancellation and irate would-be passengers because not enough people can be found to form an affinity group.

Then there's the CAB. Break or noticeably bend their rules, and you may face a stiff fine and cancellation of your flights.

There's competition from unauthorized (sometimes illegitimate) flights, posters for which appear regularly on your bulletin boards. The prices are often lower than you can offer, because they are able to form larger "affinity" groups by not being too fussy about applicants' eligibility.

Thanks to recent legislation, one problem we no longer have to deal with is the situation similar to last summer's, in which the travel agent declared bankruptcy and stranded hundreds of tourists in Europe. Last August, CAB added an amendment which states:

Every charter tariff shall contain the following provision: Payments for a charter flight made to any person to whom the carrier, directly or indirectly, has paid a commission or has agreed to pay a commission with respect to such flight, shall be considered payment to the carrier: provided, however, that this requirement shall not be applicable to foreign-originated charters.

Thus, the airline must "make good" on all bookings they have agreed to honor through a travel agent.

These problems are minimal when compared to some other union programs, such as rock concerts, but they do cause frustrations, and should be taken into consideration along with the benefits of the program. The size, wealth, and interests of your student body and faculty must also be considered. But if the benefits and interest seem to outweigh the problems, it's time to experiment with an affinity group or two.

THE ORGANIZATION OF A CAMPUS TRAVEL SERVICE and STUDY-TRAVEL ABROAD PROGRAMS

BONNIE FITZGERALD
Program Director, Iowa State Memorial Union
Iowa State University

I. Campus Travel Service

Your Campus Travel Service may be operated by either the student government or student activities board as a service to the University community. Sponsorship of official university group travel would be its main purpose. A reputable local travel agency (within the same city) can be very helpful in arranging charter flights and vacation tours for your campus travel service.

The campus travel service director may be appointed by the sponsoring student organization for a set term of office. Advertising and trip sign-up would be the responsibility of the director. The director may work on a net profit sharing basis, a set commission rate, or receive one space on the flight or tour.

Added to the basic cost of the flight or package tour is a small commission to be realized by the campus travel service. This smount is used to defray advertising and office expense and the director's compensation.

During the academic year 1969-70 the Iowa State University Travel Service sponsored two group travel plans -- a quarter break tour of Greece and a Summer charter flight to and from Europe.

As your travel service program gains a reputation for service on the campus it will expand its offerings. This year our campus travel service has added a Christmas vacation charter flight to New York, for example.

Below is the Iowa State University Travel Service financial statement for 1969-70.

Advisor -- Arthur Sandeen (Dean of Students)
Treasurer -- Phillip T. Visser (Government of the Student Body)
Balance July 1, 1969 $26.22

Income	
Travel Rebates	
Greece (Quarter Break Package Tour)	$ 591.50
Europe (Summer Charter Flight)	1,100.00
	$1,691.50
Expense	
Director Commission	$ 922.08
Advertising	312.88
I.S.U. Service Charge	26.92
Secretary	23.75
Office Supplies	19.37
Posters	14.80
Forms	14.40
Books and Publications	9.85
Total Expense	$1,344.05
Net Income	347.45
Balance June 30, 1970	373.67

II. Study-Travel Abroad Programs

Information on Study-Travel abroad programs is readily obtainable from numerous sources. I have compiled a list of suggested sources to accompany this paper. Many sources will provide a quantity of materials without charge to institutions. Students would find these materials beneficial if they are accessible in your union browsing library, study rooms, or lounges. Just a simple wall or counter brochure rack is all that is needed. Perhaps an address list of information sources for study-travel abroad could be posted or mimeographed for distribution.

Many colleges and universities sponsor their own study-abroad programs on a quarter, semester, or year bases. If your school does not have such programs students may apply directly to the Institute of European Studies, Chicago, Illinois, for admission to one of six European universities. The Institute of European Studies serves as an administrative liason between the student's American university and the European university for interpretation and evaluation of his studies completed abroad.

Another organization which provides extensive study, travel and work programs abroad is the Council on International Educational Exchange Incorporated, New York, N.Y. The Council serves both member organizations and individual students and faculty in procuring educational exchange programs. In addition, the CIEE serves as a clearing house for information on overseas opportunities for students sponsored by non-member organizations.

The Experiment in International Living program is another aspect of study-travel abroad open to students. This private, non-profit, educational institution has its headquarters in Putney, Vermont. The outstanding feature of this organization is its ability to place students with host families during their visit to a foreign country. Host families are available throughout the world, not just in Europe.

INFORMATION SOURCES FOR STUDY ABROAD OR TRAVEL

1. Undergraduate Study Abroad -- U.S. College-Sponsored Programs, Institute of International Education, 809 United Nations Plaza, New York, N.Y. 10017, 1966
2. Handbook on International Study: for U.S. Nationals, Institute of International Education, 809 United Nations Plaza, New York, N.Y. 10017, 1966 $3.50.
3. Guide to Foreign Information Sources, Foreign Commerce Dept., Chamber of Commerce of the United States, 1615 H Street, N.W., Washington, D. C.
4. Study Abroad, UNESCO, New York, N.Y. 1966
5. The Journal of Asian Studies, Association for Asian Studies, Inc., Volume XXV: Number 5, Bibliography, September 1966.
6. The Institute of European Studies, Ibid., Volume 16, Number 1, Chicago, Ill.
7. The American-Scandinavian Foundation, 127 East Seventy-Third Street, New York, N.Y., Telephone: Trafalgar 9-9779
8. Educational and Cultural Exchange Opportunities, State Dept. Publication 7543. Write to Supt.of Documents, Government Printing Office, Washington, D. C. 20402.
9. Immunization Information for International Travel, Supt. of Documents, Govt. Printing Office, Washington, D. C. 20402.
10. Council on International Educational Exchange (Formerly The Council on Student Travel, Inc.) 777 United Nations Plaza, New York, N.Y. 10017.
11. The Experiment in International Living, Putney, Vermont.
12. Series in Comparative Education: Write to Supt. of Documents as above and ask for the publication concerning the country of your interest. Check the USSAIC file to see if we already have it.
13. You and Your Passport: Write to Supt. of Documents as above and ask for Dept. of State Publication #7728. Cost 10¢.
14. Health Information for Travel in Europe: Supt. of Documents, Govt.Printing Office, Washington, D. C. 20402. Ask for Public Health Service Document No. 748. Cost 5¢.
15. The American Center for Students and Artists, 261, Boulevard Raspail Paris, (14e) France (also write to ACSA & Council on Int. Educ. Exchange)
16. Overseas Employment Guide, Published by National Employment Service Institute, 1100 Connecticut Avenue N.W., Washington, D. C. 20036 $2.00.
17. A Student Guide to Let's Go Europe, Harvard Student Agencies, Inc., 4 Holyoke St. Cambridge 38, Mass. $1.95.
18. Invest Yourself 1970, published by the Commission of Voluntary Service and Action, 475 Riverside Drive, Room 830, New York, N.Y. 10027.
19. Teacher's Guide to Teaching Positions in Foreign Countries 1970, 1213 24th St. Ames, Iowa. Cost $1.25.

MAJOR REFERENCE WORKS LISTING AWARDS FOR STUDY OR RESEARCH ABROAD

1. Fellowships in the Arts and Sciences
   American Council on Education, 1785 Massachusetts Avenue, Washington, D. C.
   Published Annually
2. Financial Assistance Available for Graduate Study in Medicine
   Association of American Medical Colleges, 2530 Ridge Ave. Evanston, Ill. 1963.
3. The Foundations Directory, Edition II
   Compiled by the Foundations Library Center, New York, N.Y., and published by the Russell Sage Foundation, 505 Park Avenue, New York, N.Y. 1964.
4. Information Circular about Social Work Opportunities Abroad
   National Social Welfare Assembly, 345 East 46th St., New York 17, N.Y. 1964.

5. Information on Science Scholarships and Student Loans
   National Science Foundation, 1951 Constitution Avenue, N.W. Washington, D. C.
6. Post-Baccalaureate Grants and Awards in Music
   Music Educators National Conference, 1201 16th St., N.W. Washington, D. C. 1964.
7. United Kingdom Postgraduate Awards
   Association of Commonwealth Universities, 26 Gordon Square, London W.C.Y. England (Back issues may be borrowed on inter-library loan from British Information Services, 845 Third Avenue, New York, N.Y. 10022.
8. Scholarships, Fellowships and Loans by S. Norman Feingold
   Bellman Publishing Company, Cambridge 38, Massachusetts. Vol. I, 1949: Vol II, 1951: Vol. III, 1955: Vol. IV, 1962.
9. Handbook on International Study: for U.S. Nationals
   1965 Edition. Institute of International Education, New York, New York.
10. Study Abroad
    UNESCO -- UNESCO Publications Center, 317 East 34th Street, New York, N.Y. Published every two years (available for reference use at most university and reference libraries in the U.S. and abroad, and at U.S.I.S. Libraries abroad.)

Ecology And The Union

JOHN MILES
Director, Environmental Education Project
Western Washington State College

I have been asked to write a paper on "Ecology and the Union." Undoubtedly those who gave me this task had something specific in mind when they conceived the topic. My experience in union programming leads me to believe that my task here is intended to answer the question "What can I, as a union programmer or manager, do to facilitate the "Ecology Movement," and how can I respond to the demands of students who call upon me to 'do something' from my position of relative power?" I will answer this pragmatically conceived question as best I can, but the answer will not be a program formula. Certainly not! More is called for.

If you are interested in which detergent to use to wash your dishes, how to dispose of your garbage, or even which food to "ecologically" serve I recommend that you go to a little book prepared by Paul Swater entitled The User's Guide to the Protection of the Environment (New York: Balantine Books, Inc., 1970). Here you will find pragmatic suggestions for proper action which, though aimed primarily at the home, will serve your purposes. The book has a modest bibliography and will place you on the track of action programs of interest.

Certainly the union should use biodagradable detergents, avoid plastic cups, and recycle its aluminum and paper wasters, but it must go further than these remedial steps. Certainly it should present programs aimed at pointing out the seriousness of the problems, at identifying the problems on a local, community, national and worldwide scale. But it must go further than this. "Oh yeah," the students say. "I know about the problems. I've heard this stuff before. What's new about Earth Day II? The President of the United States stands up there and says that we have to place top national priority on the environmental front, even as our jets pollute the air and our herbicides defoliate Southeast Asia. Yeah. I've heard that before." More than remedial recycling and problem identification is called for.

Now we must begin to look beyond the symptoms of the disease, beyond the polluted water and air, the crowded cities and highways, to the disease itself. We must look to our culture and society and its values and premises, to our individual, social, and national motivations that have allowed the disease to spread until its symptoms are massive. We must look to these core elements of our behavior, analyze them, and seek alternatives. We as educators must do this personally first, and then use the insights thus gained in our educational efforts, in our programming.

The first step is to look at ourselves, to undergo a deep self-analysis. Do we really know what we mean when we use the term "ecology"? Are we using that term properly in our thought and action? Probably we are not. What do we mean when we use the term "environment"? Do we mean "that natural world out there, the woods, fields, rivers, oceans"? Or do we mean the totality of the world in which we live? Are we part of that environment? Do we think of this room in which we write or read as an "environment" worthy of concern? Have we, in short, a limited definition of "environment"? Are we really interested in a "quality" environment? What do we mean by "quality"? Have we ever thought about it? These, then, are a few of the questions that we as educators need to ask ourselves as we prepare our programs.

On another plane we must, as individuals, as a part of the problem, ask ourselves how concerned we really are. Are we guilty of conspicuous consumption? Are we competitive-aggressive, driving to rise to the "top" in this world at the expense of our environment and our fellow men, or are we "cooperative"? Do we really think this is our problem, or is the environmental problem one for those young people, Sierra Club members, and scientists who are making all the noise? We must ask ourselves whether we really are, in our behavior, a part of the solution or of the problem. The process of answering this question is long and difficult.

The environmental problem is, as Ralph Nader, J. Alan Wagar, and several others have pointed out, a problem of fundamental values, assumptions, and premises. The disease from which we suffer, identified as "environmental deterioration" is the result of behavior based on a number of "pathogenic premises." Some of these premises have been identified. Willis Harman of the Stanford Research Institute identifies some of them.

1. The premise that the pride of families, the power of nations, and the survival of the human species are all to be furthered (as in the past) by population increase.
2. The "technological imperative" that any technology that can be developed, and any knowledge that can be applied, should be.
3. The premise that the summed knowledge of experts constitutes wisdom.
4. The reductionist view of man, a premise associated with the development of contemporary science, that lends sanction to dehumanized ways of thinking about and treating man.
5. The premise that men are essentially separate, so that little intrinsic responsibility is felt for the effects of present actions on remote individuals or future generations.
6. The premise that man is separate from nature, and hence that nature is to be exploited and controlled rather than cooperated with.
7. The economic man image, leading to a system of economics based on ever-increasing GNP, consumption, and expenditure of irreplaceable resources.
8. The premise that the future of the planet can safely be left to autonomous nation-states, operating essentially independently.

Identification of these premises is at present tentative but analysis of them is on-going and they seem to me accurate. Many people are writing about them and their effects today. Harman further points out that "if we are correct in this tentative belief that the various aspects of the world macroproblem, although they may be ameliorated or postponed by certain technological achievements, are intrinsic in the basic operative premises of present industrialized culture--if this is correct, then it follows that education toward changing those premises, directly or indirectly, is the paramount educational task for the nation and for the world."

Here lies the fundamental battleground. We must, as Union managers and programmers, analyze how our personal and institutional behavior is dictated by these premises, must recognize the consequences, and must bring this dimension of the environmental problem to the attention of the student populations with whom we work. There are many ways to do this. A few suggestions are listed in the second part of this paper. Try, through rigorous introspection and analysis, to understand the implications of this value dimension and reflect it in your programming.

Another dimension of the environmental problem of particular relevance to Union people is the implications of the pathogenic nature of these premises to education. Harman points out that alternatives to these premises can be identified and must become accepted in our world if continued environmental deterioration is to be avoided. This implies that a large-scale value reorientation in our society will be necessary. The young, developing human organism receives his values through education, through his formal and nonformal search for understanding of his world. Alternatives to pathogenic premises, therefore, must be placed before these young, developing humans. There are serious doubts that the educational system as we know it today can successfully accomplish this task. What changes, then, must occur?

It seems probable that education will begin to change in response to the dictates of the crisis. We are far from sure of the course of change that will occur, but some trends can be identified.

1. Education may become more problem-oriented, related positively to local and national problems.
2. Problem orientation may supersede discipline orientation in school programs.
3. Processes of teaching and learning may become more important than content.
4. Most effective learning may occur outside the schoolroom and in the community with schools serving as the coordinating center.

5. Education may be released from the dictates of credentials and time-orientation.

6. The "system" may increasingly reflect integration, continuity, flexibility, openness, feedback, experimentation, and acceptance of change.

7. Nonformal education in the community may increase with schools serving as the coordinating center.

It is not possible here to elaborate on the implications and effects of these possible educational changes, but they will be extensive. This conception of prospective change derives from the idea that all education is environmental education, an obvious but not commonly considered point.

What are the implications of this for the Union? A basic trait of the educational mode of the union is that it is experiential; it is "learning by doing." If education begins to deal with real problems, begins to look toward the community, begins to place emphasis on process rather than content, then formal education can learn from the experience of the "experiential educators" that reside in college unions. The role of the union may become increasingly important and stronger relationships with "academic" programs may become common. I cannot say precisely what forms the new role will take because I am only looking ahead in anticipation and indulging in prognostication. Union people should, it seems to me, be thinking ahead to the role that they can play in the imminent educational reformation that is on the horizon.

My discussion here may seem too abstract to be of use to you, but we must locate ourselves in the spectrum of concern and knowledge about the environment, and must work to define our roles and objectives. While working in the Union field I became convinced that the Union's role in education can, should, and sometimes does extend far beyond recreation and the other roles outlined in the profession's credo. The environmental crisis gives us an opportunity to explore this extension. Environmental problems surround us and we are all aware of them. The task now is to encourage deep critical analysis of technology, behavior, science, education, and many other institutions, concepts, and ideals in the context of an overriding awareness of men, of environment, and of the relationship of the two.

A Few Resources and Suggestions

We must begin with the self, and reading is one of the most obvious ways to do this. Here are a few selected books and articles that will help one to define the task before him.

Leopold, Aldo, A Sand County Almanac. New York: Oxford University Press, 1949. (Also an Oxford paperback.) A classic treatment of the man-land relationship, of environmental perception and responsibility.

Harman, Willis W., "Alternative Futures and Educational Policy," A Memorandum Report of the Stanford Research Institute. Menlo Park, Calif.: Stanford Research Institute, 1970. A working paper on the basic elements of the world environmental problem. Future trends are noted, consequences analyzed, and alternatives discussed. The extent of the problems are identified.

Wagar, J. Alan, "The Challenge of Environmental Education." In Today's Education, Vol. 59, No. 9, December 1970, pp. 15-18.

Eiseley, Loren, The Invisible Pyramid. New York: Scribners, 1970. A deep look by a scholar into man's place in the world and universe in this age of rocketry. Beautifully written.

Bell, Daniel, editor, Toward the Year 2000: Work in Progress. Boston: Beacon Press, 1969. A lengthy, complex discussion of the future in its many aspects. Predictions include science, technology, and society.

Shepard, Paul, and Daniel McKinley, editors, The Subversive Science-Essays Toward an Ecology of Man. Boston: Houghton-Mifflin, 1969. Perhaps the best introduction to the diverse elements of the environmental problem available today. Very broad and extensive range of topics considered.

Ewald, William Jr., editor, Environment and Change: The Next Fifty Years. Bloomington: Indiana University Press, 1968.

----------, Environment and Policy: The Next Fifty Years. Bloomington: Indiana University Press, 1968.

----------, Environment for Man: The Next Fifty Years. Bloomington: Indiana University Press, 1967.

Bronowski, J., Science and Human Values. New York: Harper, 1965.

Silberman, Charles. Crisis in the Classroom. New York: Random House, 1970. A thorough critical treatment of the educational environment. A good reference point from which to survey the changing face of American education.

----------,A New Role for American Education. Washington, D. C.: Office of Education, Dept. of HEW, May, 1970. A statement on environmental education from the federal government. Points out possible directions of change in American education.

These books represent some of the most important discussions of the environment in general and the educational environment in particular that I have come across to date. Taken together they indicate where solutions to basic environmental problems may reside.

A second group of writings should be at least introduced. These are works treating symptoms of the deeper value-centered problems that I have mentioned. This is, of course, only a partial list.

Ehrlich, Paul, The Population Bomb. New York: Ballantine, 1968.

Osborn, Fairfield, editor, Our Crowded Planet. New York: Doubleday, 1962.

Borgstrom, Georg. The Hungry Planet. New York: Collier Books, 1967.

Carson, Rachel, Silent Spring. New York: Crest, Fawcett World, 1962.

Curtis, Richard, and Elizabeth Hogan. The Perils of the Peaceful Atom. New York: Doubleday, 1969.

Dasmann, Raymond, The Destruction of California. New York: MacMillan, 1965.

Mark, Wesley, The Frail Ocean. New York: Ballantine Books, 1967.

Nash, Roderick, Wilderness and the American Mind. New Haven, Conn: Yale University Press, 1967.

Osborn, Fairfield, Our Plundered Planet. New York: Little Brown, 1948.

Another medium of importance for personal examination and for presentation of the problem is the film. Here is a selection of some of the good films available. There are many more. These are part of a list compiled by the American Education Association.

"How Will We Know It's Us?" 27 1/2 min. Modern Talking Picture Services, Inc. 1212 Avenue of the Americas, New York, New York 10036. A plea for maintenance of historical perspective in a world where progress and change are equated. Preservation will be necessary.

"In Search of Space." 27 1/2 min. Bureau of Outdoor Recreation, Dept. of the Interior, Washington, D. C. 20240. This film deals with outdoor recreation space needs in the urban environment.

"Multiply and Subdue the Earth." 60 min. Indiana University Audio-Visual Center, Indiana University, Bloomington, Indiana. A treatment of the necessity for ecological planning in such things as building development.

"Noise -- The New Pollutant." 30 min. Indiana University Audio-Visual Center, Indiana University, Bloomington, Indiana. This film compares hearing abilities of peoples living in diverse environments.

"The Searching Eye." 17 min. Pyramid Films, Box 1048, Santa Monica, California 90406. This film stresses the need to contemplate and understand our surroundings.

"Sense of Wonder." 60 min. McGraw-Hill, 330 W. 42nd Street, New York, New York 10036. The writings of Rachel Carson and the photographs of Ansel Adams are brought together to present environmental themes.

"Silent Spring." 60 min. McGraw-Hill, 330 W. 42nd Street, New York, New York 10036. A film treatment of Rachel Carson's expose of the hazards of pesticides.

"Tall As the Mountains." 27 1/2 min. Adolph Coors Company, Golden, Colorado 80401. a film depicting urban youth confronted with survival in the Colorado Wilderness and how they cope.

These written and filmed treatments of environment provide a launching pad for programs examining the environmental problems and solution in depth. These resources can be only a beginning for any program because if true understanding of the situation on the part of the participating student is to be achieved they must go beyond the passiveness of reading, watching, and listening and engage in hard discussion, action, and close examination of the problems. Here are a few ideas on how to go about environmental encounters.

1. Organize an outdoor program. (See articles by Miles and Grimm in Proceedings of the Porter Butts Conference, 1970, pp. 5-34; 5-39.) This can be done in Montana or Chicago with objectives and program format adapted to the region. Most important, of course, is to encounter the environment.
2. Plan a program designed to examine environment interrelationships of people and space. Study the small group environment, large group environment, etc., by employing group dynamic techniques (NTL, NETL, and others). You might hereby illustrate that there are other environments than the bio-physical that need attention in the context of the environmental crisis.
3. Examine the behavior of students in light of the pathogenic premises listed in the paper. That is, ask them to examine themselves in various ways. People could be brought in to talk about cultural values, science, technology, and other related subjects. The most effective way to do this might be in conference or symposium format, utilizing discussion groups and gaming and simulation techniques.
4. If you are planning a building you are planning environments. Examine programs, materials used, spatial relationships, and cost in view of the pathogenic premises.

5. Present film programs but not just for college people. The community must be included, because environmental problems do not stop or start at the edge of the campus. Do not stop with the film. Employ small group discussions and encourage further study and follow up, preferably in the local community.

6. Examine local problems and motivate students to aid community people in recognizing the problems and in beginning to solve them.

7. An environmental education movement is beginning in the public schools. College environmental groups can aid in facilitation of this movement by serving as resource people, group leaders, environmental encounter guides, etc. Students will probably have to take the initiative with such programs.

These suggestions are general and are not intended as blueprints for programming. Rather, I hope that they may serve as stimulants to creative programming ideas suited to the individual college communities for which people are programming. If we begin with the premise that all education is environmental education, then the field is wide open.

A Non-Academic Approach To Sex Education

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Boston University

This paper concerns itself with the presentation of a program guide to planning non-academic sex education programs for college students. The purpose, therefore, is not to present a defined, mapped-out route to follow, but rather to present a means of provoking individual programmers to devise self-styled programs using this presentation as a tool.

Each segment of the presentation is designed to accommodate changes and deletions as they apply to the particular purpose of the university or college utilizing the contents. Thus, tailoring the contents to adequately fit a particular program is necessitated as a part of this total presentation.

A great majority of the material has been compiled from numerous academic programs presently in existence throughout the country and several non-academic programs as well. Much of the specific content of the program outline is derived from the program outline developed at Boston University in its "Seminars in Sex" program. However, the entire range of material explored contains much of the same content used in the basic outline presented in the following pages.

"If you know everything, COME, teach us. If not, we'll teach you," states the most recent publicity of Boston University's non-academic program, "Seminars in Sex". Its purpose is to present a series of lecture-discussion group sessions that cover a range of sex-oriented topics. The goals behind the program promote the philosophy that the development of healthy attitudes towards sex and sexuality are necessary for students.

The entire range of existing academic and non-academic programs throughout schools and colleges holds that philosophy tantamount as the objective of their programs. Therefore it would seem feasible to assume that this objective and other similar objectives would be a sound starting point in planning a program of sex education.

Objectives are easy points to establish for planning programming. However, once the objectives have been established, it is difficult to develop the most important part of a sex education program -- the content. The basic outline following is designed to accommodate a variety of manipulations in devising a suitable program. The three major foundations (biological, psychological, and ethical-sociological) have been subdivided to show points of discussion, session titles, lecture topics, etc. and provide an embarkation point for a committee to plan their own program outline.

Using the Outline

--A program that is to be three sessions in length would focus on the three foundations and include the subdivisions in each session.

Session One:	I, A and B
Session Two:	II, A and B
Session Three:	III, A and B

BASIC OUTLINE

- I. BIOLOGICAL FOUNDATIONS
  - A. Know Yourself
    - 1. Male Reproductive System
    - 2. Female Reproductive System
  - B. Keep yourself from Untoward Happenings
    - 1. Birth Control
    - 2. Pregnancy--Symptoms, Tests, False Alarms
    - 3. Interruption of Pregnancy--Miscarriage and Abortion
    - 4. Venereal and Related Diseases
- II. PSYCHOLOGICAL FOUNDATIONS
  - A. Human Sexual Response
    - 1. Differences in Male and Female Sexuality
    - 2. Misunderstandings Between the Sexes--Myths and Mythconceptions"
    - 3. Nature of Orgasma
  - B. Sexual Identity
    - 1. Human Fears
    - 2. Common Problems--Frigidity, Impotence and Promiscuity
    - 3. Sexual Deviations
      - a. Deviation Versus Variation--What is Within the Normal Range of Sexual Expression
      - b. Homosexuality--Perversion or Preference
- III. ETHICAL-SOCIOLOGICAL FOUNDATIONS
  - A. Traditional Versus "New Morality"
    - 1. Traditional Morality--Pros and Cons
    - 2. Situational Ethics--Pros and Cons
    - 3. I-It Versus I-Thou
  - B. The Meaning of Sexual Experience Within Human Relationships
    - 1. Single Versus Double Standards--the Changing Role of Women
    - 2. Sex-Procreation Versus Recreation--the Implications of Each

--A program four sessions in length:

Session One: I, A and B
Session Two: II, A
Session Three: II, B
Session Four: III
or
Session One: I, A and B
Session Two: II, A and B
Session Three: III, A
Session Four: III, B

Any number of combinations can be used in session planning as well as any sequences of major categories e.g., psychological foundations may be more important than biological foundations for a particular program.

The Program Structure

A program should be so constructed that it more than adequately meets its objectives. The most positive method appears to be a lecture-discussion group combination wherein the lecture acts as the focal point for the group sessions.

Finances

The available financial support for a program of sex education not only sets limits as to the type of program possible, but also determines the length of the program, the availability of notable speakers, use of audio-visual aids, publicity and other automatic expenses incurred.

A meaningful program can be planned that succeeds in conveying the program's message without expending a great amount of funds. Thus a variety of local resources must be called upon to offset the lack of funds. Use of the college's faculty, staff, and local townspeople is a possibility when planning and presenting a program.

Length of Program

A program will tend to vary in length as a result of several considerations on the part of the planning committee.

Briefly:

--Determination of purpose and objectives of the program
--Available funds
--Time period of each segment of the total program
--Total number of segments in the program
--Inclusion of the program in the academic calendar
--Content of program
--Available facilities
--Schedule of audio-visual aids (e.g., films) if used
--Number of times a program is to be presented in the academic year

Speakers

The planning committee must determine certain qualities and needs that the speakers provide for the programs.

- --Is the speaker effective in producing discussion and developing thinking about the program?
- --Is he clear in his presentation and can he establish rapport with the audience?
- --Is his terminology too clinical to make his message clear?
- --Is he capable of exploring his topic in the time given?
- --Does he require an honorarium or fee?

Sources of Speakers

College faculty and staff
Surrounding college faculty and staff
Hospital staffs
Medical centers
Alumni
Town, city, state and federal agencies and bureaus
Associated ministries

Publicity

Certain considerations are necessary to determine the extent of publicity for the program:

- --Type of campus and student body (urban/suburban, commuter/ residence hall)
- --Available media for publicity
- --Size of audience to be reached (dependent on facilities used)
- --Size of discussions groups
- --Funding

AGENCIES AND ORGANIZATIONS

NANCY R. HARRINGTON
Assistant Director of Student Activities
Cuyahoga Community College - Metropolitan

National Right to Life Committee
P.O. Box 9365
Washington, D. C. 20005
(202) 638-6235
Speakers on: abortion, euthanasia

Ohio Right to Life Society
830 Leader Building
Cleveland, Ohio 44114
Contact: Mrs. David Baxter, Co-Chairman, Speakers Bureau
1839 Burnette Avenue
East Cleveland, Ohio 44112
(216) 851-0981
Speakers on Debates Arranged on: abortion, euthansia

Society for Voluntary Sterilization
New York City

The Mattachine Society
New York City
on Homosexuality

Population Reference Bureau
1755 Massachusetts Avenue, N.W.
Washington, D. C. 20034
Contact: Mr. Monroe Bush, Executive Director
Subject: All aspects of the world population problem
Fees: Travel and living expenses only

Siecus - Sex Information and Education Council of the United States
1855 Broadway
New York, New York 10023
(212) 581-7480

Planned Parenthood Association

Planned Parenthood Association
810 7th Avenue
New York, New York 10019
Subjects: Population, Family Planning, Birth Control Methods, Sex education for parents of young children

List of publications also available.

SPEAKERS AND PARTIAL BOOK LIST ON SEX EDUCATION

MELVIN WEISBLATT
Director, Student Union
Case Western Reserve Union

SPEAKERS -- ON SEX EDUCATION

Adult Education Council of Greater Chicago
332 S. Michigan Avenue
Chicago, Illinois 60604
Contact: Mrs. Beryl Zitch 312-427-2670

1. Dr. William Graham Cole -- Board of Sex Information and Education Council of United States (SIECUS). $600 plus expenses.
2. Dr. Evelyn Millis Duvall -- $700 plus expenses.
3. Dr. Jordan M. Scher - Psychiatrist -- Sexual Revolution. $650 plus expenses.
4. Jorge Rosner -- Gestalt Institute

University Speakers Bureau
14 Pond View Street
Canton, Massachusetts 02021 617-828-0539
Contact: Mrs. Margaret E. Kelley

1. Daniel Callahan -- Abortion, Population Control.
2. Sidney Callahan -- Women in World Today, Man-Woman Relationships; Sex and Morality.
3. Father Robert F. Drenan, S.J. -- Abortion.
4. Robert T. Francoeur -- Motherhood, Embryology and Ethics, Sexual Person.
5. Harvey A. Bender -- Genetics.

Author Lecture Service
277 Park Avenue
New York, New York 10017 212-826-2000, Ext. 651
Contact: Harriet Sandler

1. Dr. Thomas McGinnis - Marriage Counselor -- "First Year of Marriage".
2. Kate Millett -- "New Feminism", Sexual Politics.

Canadian Speakers & Writers Service
44 Douglas Crescent
Toronto 5, Ontario WA1-4443
Contact: Mrs. Elizabeth McKim

1. Mary Sue McCarthy -- "Power Struggle in The Family", "Psychology of Sex".
2. Elizabeth Pollmer -- "Current Sexual Revolution".

W. Colston Leigh Inc.
521 Fifth Avenue
New York, New York 10017 212-MU2-6623
Contact: Mrs. Ardis Leigh

1. Claudia Dreifus -- Women's Liberation.
2. Vance Packard -- "The Sexual Wilderness", "Bewildered Sexes."
3. A. E. Van Vogt -- "Battle of the Sexes in 21st Century", "Men, Women, & Money."
4. William Lederer -- "Sex Now, Marriage Later".

Royce Carlton, Inc.
866 United Nations Plaza
New York, New York 10017 212-355-7931
Contact: Carlton Sedgeley

1. Dr. Eugene Schoenfeld -- "Dr. HIPpocrates".

American Program Bureau
59 Temple Place
Boston, Massachusetts 02111 617-482-0090
Contact: Philip Citron

1. Bill Baird
2. Dr. John Rock
3. Dr. David Rubin
4. Dr. Ashley Montagu
5. Dr. Rollo May
6. Dr. Joyce Brothers

IFA
1301 Avenue of the Americas
New York, New York, 10019 212-956-5800
Contact: Miss Alison Vogel

1. Dr. John Tyson -- Planned Parenthood, Contraceptions and Sterilization.

Ethel Lanestrem, Program Counselor
222 Park Lane
Roselle, Illinois 60172 312-LA9-5222

1. Dr. Robert Samp -- Humerous Health Talks - "Facts of Life for College Students".

Wayne Short Lecture Management
1736 Stockton Street
San Francisco, California 94133 415-781-5776
Contact: Syd Heckler

1. Dr. Lester Kirkendall -- "New Morality", "Sex Education".
2. Rev. L. Kinsolving -- "Sexual Revolution & Newrality".

Ruth Alben Speakers Service
312 S. Canyon View Drive
Los Angeles, California 90049 213-472-6528

1. Dr. Joel Fort - Sex in America, Drugs.
2. Dr. Charles Shedd, Pastor -- Sex and Dating.
3. Anson Mount - Playboy Magazine -- Religion and Sex Morality.
4. Dr. Joseph Fletcher.
5. Dr. Ashley Montagu -- Natural Superiority or Women, The Fallacy of Race.
6. Dr. Mary Calderone -- SIECUS.
7. Dr. John Rock.

Richard Fulton, Inc.
200 W. 57th Street
New York, New York 10019 212-JU2-4099

1. Helen Calton
2. Dr. Mary Calderone - Population Control.
3. Dr. Albert Ellis - Institute for Rational Living.

Harry Walker, Inc.
Empire State Building, Suite 3616
350 Fifth Avenue
New York, New York 10001 212-563-0700

1. Dr. Willard Gaylin -- Changing Sexual Morality, Men's Liberation.
2. Dr. Edgar F. Berman -- Hormonal Influences and Women's Instability.

Keedick Lecture Bureau, Inc.
475 Fifth Avenue
New York, New York 10017 212-MU3-5627
Contact: Robert Keedick

1. Gerald Sanctuary, Executive Director, SIECUS.
2. Dr. Albert Ellis, Founder, Institute for Rational Living.
3. Dan Ward, Humanist-Christian Approach -- "Sexual Attitude & Behavior of College Youth".
4. Dr. Deryck Calderwood -- Sex Education.

The Public Affairs Lecture Bureau
70 Fifth Avenue
New York, New York 10011 212-255-5650
Contact: Ann Weinreb

1. Elizabeth Fisher - Author of Feminist Magazine -- "Whoring From Madison Avenue to Main Street".

2. Charles Hampton -- Women's Liberation.
3. Rabbi Alvin Bobroff -- "The Devinization of Sexuality".

The Professionals Lecture Bureau
690 Elm Avenue
Calsbad, California 92008 714-729-7988
Contact: Arnold Koblentz

1. Dr. Virginia "Charles" Prince - Transvestite -- "Masculinity, Feminity, or Humanity".

Dr. John Burt - Health & Physical Education - Sexuality Toledo University

Partial Book List
Sex Education

Sex is For Real - Human Sexuality & Sexual Responsibility, Willard Dairymple. McGraw-Hill Book Company, 1969.
Sexual Behavior & The Law, Samuel G. Kling, Pocket Books, 1969.
An Analysis of Human Sexual Response, ed. by Ruth & Edward Brecher, A Signet Book, 1966.
Sex Questions and Answers, Fred Brown & Rudolf T. Kempton, 2nd ed., McGraw-Hill Book Company, 1970.
The Sexually Adequate Male, Frank S. Caprio, M.D., The Citadel Press, 1952.
The Sexually Adequate Female, Frank S. Caprio, M.D., The Citadel Press, 1953.
Sex, Kenneth L. Jones, Louis W. Shainberg, Curtis O. Byer, Harper & Row, Publishers, 1969.
Pregnancy & Birth, Alan F. Guttmacher, M.D., A Signet Book, 1956, 1962.
The Pill - Facts & Fallacies About Today's Oral Contraceptives, Robert W. Kistner, M.D., Delacorte Press, 1968 & 1969.
Birth Control, Ernest Havemann, Time-Life Books, Time Inc., 1967.
Abortion in America, ed. by Harold Rosen, M.D., Ph.D., Beacon Press, 1954 & 1967.
Out of Wedlock, Leontine Young, McGraw-Hill Book Company, 1954.
The Gay World, Martin Hoffman, Bantam Books, 1968.
Premarital Sex in a Changing Society, Robert R. Bell, Prentice-Hall Inc., 1966.
Kinship & Marriage, Robin Fox, Pelican Books, 1967.
Marriage East & West, David & Vera Mace, Dolphin Books. Doubleday & Company, Inc. 1959 & 1960.
The Encyclopedia of Sexual Behavior, ed. by Albert Ellis and Albert Abarbanel, Hawthorn Books, Inc. 1961.
Birth Control Handbook, Cherniak Conna & Allan Ferngold, Student Society of McGill Univ. Journal Offset, Montreal 1970.

Coffee House Circuit

JANE POWELL
Program Advisor, College Union
Southwest Missouri State College

THE COORDINATORS OF THE COFFEE HOUSE CIRCUIT

CONNECTICUT
Miss Ellen Milqueen (203) 527-3151
Assistant Director
Mather Campus Center
Trinity College
Hartford, Connecticut 06106

GEORGIA-FLORIDA
Miss Elise Jordan (813) 988-4131 Ext. 637
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University of South Florida
Tampa, Florida 33620

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Mr. Lee Tickell (406) 243-2642
Program Director
University of Montana
Missoula, Montana 59801

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Mr. Bruce Carlson (815) 753-1429
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Northern Illinois University
Dekalb, Illinois 60115

IOWA-MINNESOTA
Mr. Tom Stark (612) 373-2455
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Mr. Robert Schneeweiss (615) 974-2234
Student Center
University of Tennessee
Knoxville, Tennessee 37916

MISSOURI
Mrs. Jane Powell (417) 869-9101
College Union, S.W. Missouri State College
Springfield, Missouri 65802

NORTH CAROLINA
Mr. Allen Lewis (704) 892-8021
Davidson Union
Davidson College
Davidson, North Carolina 28026

LOUISIANA
Mr. William Hite (505) 388-5124
Theater Director
LSU Union, Box BU
University Station
Baton Rouge, Louisiana 70803

NEW YORK
Mr. Tom Mathews (716) 245-5855
Student Activities Office
State University College
Geneseo, New York 14454

Miss Betty Herrick (315) 268-2721
Coordinator of Student Activities
State University of New York
College of Potsdam
Potsdam, New York 13676

OHIO
Mr. Gus Geil (513) 327-7711
Director of Union
Wittenberg University
Springfield, Ohio 45501

PENNSYLVANIA-WEST VIRGINIA
Mr. L. H. Heddleston (412) 794-8190
Director of Student Activities
College Union
Slippery Rock State College
Slippery Rock, Pennsylvania 16057

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Miss Susan Wagnon (512) 476-0222
Program Advisor
Texas Union 343
University of Texas
Austin, Texas 78712

WISCONSIN
Mr. Duane Hambleton (715) 834-2061
Assistant Director
Student Activities Office
Wisconsin State University
Eau Claire, Wisconsin 54701

Mrs. Anita Bales (312) 355-5500
Director of Social Activities
Student Activities Office
North Central College
Naperville, Illinois 60540

COFFEE HOUSE CIRCUIT
MEMBERSHIP PLANS

PLAN I Standard membership entitling the school to a maximum of 8 bookings (3 to 6 performance days) with the school providing room and board.

Schools work in conjunction with regional Circuits coordinated by a local student activities administrator. Dates are organized into tours by him and submitted to the New York office. The advantage of working within a Circuit is that travel expenses for the acts are shared by participation schools and thereby kept at a minimum.

Salaries range from $150 a week for solos to $500 for groups of four or more.

Schools working through Circuits may also book additional isolated dates through the New York office.

PLAN II A full membership that allows a maximum of 8 bookings for $250. The school works directly with the New York office instead of through Circuit coordinators, selecting specific dates and acts for half-week or week long bookings. Schools pay salaries plus travel expenses.

PLAN IIIA A series of one night coffee house or concert programs (a maximum of 8 for $250) arranged directly with the New York office. Prices range from $100 to $500 per program.

PLAN IIIB A similar series can be set up without payment of a membership fee, in which case salaries would run 10-15% higher than for member colleges.

PLAN IV Schools with limited budgets can participate in the program without payment of any membership fee. This plan is designed only for those schools that can present a maximum of 2 programs a year. These programs can be arranged through a Circuit coordinator or directly with the New York office. Salaries would reflect a $50 increment over amounts paid by regular members as indicated in Plan I.

If after two programs, the school wishes to join the Circuit, the additional monies paid will be credited toward the membership fee.

PLAN V Contemporary Concerts are available through this office for all schools, but members receive 10-15% discounts. Prices range from $200 to $2500 for acts who have "graduated" from the Circuit to become outstanding artists in the concert field.

Some schools join exclusively for the concert series, since the discount on one major concert can cover the expense of the membership fee.

For further information on the Coffee House Circuit, write: Coffee House Circuit, 40 W. 55th Street, New York, New York, 10019.

COFFEE HOUSE CIRCUIT SURVEY
COMPILATION OF DATA

1. AVERAGE CAMPUS ENROLLMENT: 8,124
2. AVERAGE NUMBER OF CIRCUIT WEEKS BOOKED: 4.9
3. AVERAGE BUDGET: $2,450
4. VARIOUS FACILITIES USED:
    a. Faculty dining rooms
    b. Converted rooms in student centers
    c. Student cafeterias
    d. Regular coffee houses
    e. Basements of student unions and dorms
    f. Small theaters
    g. Snack bars
    h. Ballrooms
    i. Student lounges
5. AVERAGE SEATING CAPACITY: 215
6. PREFERRED SOUND AND LIGHTING SYSTEMS: SEE HANDBOOK
7. STAGE DIMENSIONS: Ranging from 4'x6' to 32'x16'
8. DECORATIONS USED: Many schools utilized chequered table cloths, wine-bottled candles and dim lighting. Other decorations included:

- a. Parachutes on ceiling, tunnel entrance, tunnel backdrop, cactus
- b. Hanging mugs, stuffed animals, weather-beaten panelling and rafters
- c. Beer ads, 20'x50'. Aluminum foil collage
- d. Backdrop of red brick
- e. Wagonwheel lights, burlap ceiling, barn wood walls, black lights
- f. Tapestry walls, Tiffany lamps, Zodiac posters
- g. Painted walls with quotes from popular folk songs
- h. Hurricane lamps, white plastic sheets on windows, art dividers
- i. Large rug in front of stage for seating
- j. Mobiles and day-glo posters created by Art Department
- k. Student paintings on walls
- l. Different backdrop for each act
- m. Orange walls, brown ceiling, cable end spools on bases for tables, bosun's chairs, draperies behind stage, carriage lamps with orange flame bulbs
- n. Room painted dark blue with orange burlap curtains covering windows and screening the outside door. A beige burlap curtain is hung behind stage for backdrop.
- o. Alternating motifs: Italian motif (chequered table cloths, wine bottles, candles, canal scene posters) with Folk motif: hand-crafted mobiles, masks, papier mache figures, fishnets

9. POSSIBILITIES OF STAFF TO RUN COFFEE HOUSE: Light and sound technicians were paid in most cases: all other jobs were 50% paid, 50% volunteer.
   - a. Student coffee house manager with 2 assistants
   - b. Program manager
   - c. Student committee (largest had 15)
   - d. M C
   - e. Publicity staff and coordinator
   - f. Staff advisor
   - g. Light crew
   - h. 2 sound men
   - i. Student ushers
   - j. Non-student waitresses
   - k. Ticket sellers - student and non-student
   - l. Set-up and take-down crew
   - m. Kitchen staff
   - n. Bartenders
   - o. Cashier
   - p. Student volunteers and local people for talent (opening act)

10. FOOD SERVED
    - a. BEVERAGES: Coffee (American and espresso), tea, punch, cider, hot chocolate, soft drinks, beer
    - b. FOOD: hamburgers, cheeseburgers, french fries, hot dogs, ham and cheese sandwiches, potato chips, popcorn, pizza, ice cream, cupcakes, donuts, cookies, bagels, pastries, adjacent cafeteria or snack bar, vending machines, peanuts, fruitcake, wine-cheese

11. RANGE OF ADMISSION CHARGES: From free to $1.00 for singles, $1.75 for couples
    - a. Most charged $.25 per performance
    - b. Some charged more on weekends
    - c. Some charged more for non-students
    - d. Some charged less for student "card holders"

12. PERCENTAGE OF SCHOOLS THAT USED LOCAL OR STUDENT: Approximately 70%

13. PERCENTAGE OF COFFEE HOUSES IN OPERATION WHEN CIRCUIT ACTS ARE NOT APPEARING: Approximately 50%

14. PUBLICITY AND PROMOTION POSSIBILITIES:
    - a. Posters
    - b. Newspaper ads and articles: student and local papers
    - c. University and town radio spots
    - d. Banners
    - e. Free passes to shows
    - f. Complimentary tickets given to other schools
    - g. Bulletin board announcements
    - h. Fliers, brochures
    - i. Announcements in cafeteria
    - j. Weekly activities list
    - k. Mail box stuffers
    - l. Table tents in cafeterias
    - m. Direct personal contact: entertainers eating with students
    - n. Xerox copies of photo of artists
    - o. Stand up signs
    - p. Word of mouth
    - q. Calendars

r. Newsletters
s. Display cases
t. Mobiles
u. Announcements over P.A. in student center
v. Campus TV Station

15. MOST SUCCESSFUL PROMOTION CAMPAIGN:
    a. Word of mouth
    b. Humerous collage with artists answering questions about it
    c. First coffee house show
    d. Publicity mobiles with pictures and information on artists
    e. Use of recorded music of performers
    f. Sending out 10,000 brochures for first coffee house performance
    g. Newspaper article and picture: written from advance publicity
    h. Enlarged photo of act
    i. Colorful posters
    j. Buttons
    k. Signs worn by girls in student center advertising coffee house
    l. Performers mingling with students
    m. Live broadcast of performers' second set over campus radio
    n. Designing of original posters and themes which were used with every piece of literature and advertising that went out
    o. Fliers with pictures
    p. "Coming attractions" fliers
16. PERCENTAGES ON TYPES OF HOUSING ACCOMMODATIONS:
    a. Hotel or motel: About 55%
    b. Guest room on campus: About 30%
    c. Dormitory: About 15%
17. MEAL ARRANGEMENTS: These vary greatly from school to school:
    a. Allowances: approximately 25%
    b. Meal tickets for dining rooms and cafeterias: Approximately 10%
    c. Signing for meals: Approximately 5%
    d. Free use of dining halls and cafeterias: approximately 10%
    e. Reimbursement: 2 schools
    f. Eating at Hotel: 1 school
    g. Negotiated with artist: 1 school
    h. At Fraternity house: 1 school
    i. None: 3 schools

Educational Programming Format

CORKY HAGLER
Program Director, University Center
Southern Illinois University at Edwardsville

DISCUSSION PROGRAM FORMAT

TYPE	PURPOSE	ADVANTAGES
Study Group	To increase knowledge and bring about any change in attitude of participants.	Enables better understanding of a concept.
Committee Discussion	To investigate and solve a problem or recommendation back to a parent organization.	Evokes necessity for deliberate action and final consensus.
Conference Discussion	To handle a specific problem or problem area.	Brings together participants for a common reason
Round Table	To inform and to interest a group of people on a particular problem.	Adds a non-participating audience to the informal discussion.

Panel Discussion	To inform and interest a group of people on a particular problem through the use of either recognized experts or well informed individuals.	Allows audience participation.
Symposium	To allow recognized members present a brief formal talk on the topic.	Assures that no really important ideas are omitted.
Case Conference	Focus on a specific incident with primary purpose of bringing out general principles.	Allows development of insight into concepts and situations through role-playing.
Bull Session (Interaction Groups)	To allow a large group to break into smaller groups to carry on discussion on a particular topic.	Allows for full participation of membership
Colloquy	To provide for the inclusion of 100 or more experts.	Provide immediate source of accurate information.
Forum	To allow for audience participation in group discussion.	Allows for questions, clarification or disagreement in the immediate speech situation.

I would be willing to volunteer my time and resources to supplement student programs.

NAME ______________________________

CAMPUS ADDRESS ______________________________

____

______________ EXTENSION ______________

Please indicate preference and areas of interest.

TOPICS

_____Discussion Groups ______________________________

_____Lectures ______________________________

_____Resource to Committee Work ______________________________

_____Outdoor Activities ______________________________

_____Demonstrations (Music, Art Dramatics, Crafts, etc.) ______________________________

_____Other ______________________________

_____ ______________________________

Entertainment at the Local Level

Finding and Using Local Talent

DOROTHY PIJAN
Program Director, University Center
Texas Tech University

Local Talent

The term "local" can refer to student, faculty or townspeople talent! Bright and unusual dimensions can be added to our programming by using such talent. Campuses have students eager to get the chance to perform in campus programming and they can provide a special quality to our schedules.

Faculty is also a rich source of talent able to provide outstanding programs of great variety.

Besides providing good and enjoyable entertainment the use of local talent increases a sense of cooperation as well as understanding between the campus and the community.

"Cooperation is the name of the game" when it comes to successful programming on today's campuses. By working with various departments such as music, drama, dance, etc. we can provide excellent programs and also involve people from other departments in our efforts. This can have long range results -- making them aware of what our programming is all about.

We have the responsibility of educating our students in the appreciation of good talent be it student or professional. Often times the encouragement given to a local talent can be most important in the unfoldment of that talent. I believe we must be discriminating in our choice -- not just present any talent -- but with wise scheduling we can benefit both the talent and our programming.

Here are a few suggestions for the use of local talent -- campus and community.

1. Present informal jazz session in open areas of the union utilizing both campus and community musicians. Perhaps use a nucleus of campus musicians (bass, drum and piano) and feature various instrumentalists of the community to join in a good jazz session. Such a program is lots of fun for both the students and the community musicians and the audience. A great chance to bring campus and community together!
2. Feature student groups -- folk music type -- in informal sessions in snack bar or cafeteria during the day. Beats MUZAK any day! Students enjoy live entertainment.
3. If your school has a stage band, feature it in informal concerts in the snack bar or program area. Seems students are turning back to enjoyment of the sounds of Count Basie, Stan Kenton, etc. -- good, strong entertainment.
4. Try a talent show featuring both student and faculty (even staff and administration). Really amazing to find intellectual, stodgy professors turn into loose hangin' piano or guitar players -- lots of fun! Great chance to bring campus community together.
5. Many communities have Little Theatre groups -- using both student and local people. When they are in production have them present excerpts from the play -- to spur interest in their offering. Maybe even a full production could be given on campus.
6. Many communities have artists with whom you may arrange displays of their work and perhaps, even lecture demonstrations of their specialty be it watercolor, ceramics, wire sculpture or what have you. Some may make jewelry -- leather work -- decoupage!
7. Faculty groups of the music department could be presented in evenings of chamber music, opera, harpsichord, brass ensembles -- whatever is available. Present them in unusual, open areas of the union -- the foyer of the library or perhaps the rotunda of the museum. Also use groups such as Madrigals to sing carols during Christmas -- or suitable music for other seasons.
8. Somewhere in your area you may find an old time piano player who would be delighted to turn back the years and once again play background for silent movies! This is a real crowd pleaser -- college students love it! And a great morale booster for the musician of a by-gone era.
9. Feature talent of international students on campus in programs of music and dance. This could be a festival of countries -- or a cabaret atmosphere -- might

feature a different country each month. This type of programming offers lots of opportunities. Could use sitar music in coffeehouse.

10. Take advantage of noon hour when students are in union to present rock, folk, blue grass, whatever groups -- in informal pillow concerts -- no charge just lots of fun. Very often the group will be willing to do this for nothing but the chance to be heard -- good publicity for them.

11. Very often high school talent can be presented -- good chance for building public relations with future college students.

12. Present foreign students, townspeople or faculty who have traveled to interesting places in a showing of their slides, artifacts, etc. This kind of programming can be a fascinating series if the attempt is made to make it interesting, not "show-n-tell".

13. Present popular faculty members in informal discussions of their area of interest -- art, music, literature, history, etc. A great opportunity for students to meet and discuss with faculty whose discipline is not in the student's major. There are many great faculty members who enjoy the chance to share thoughts and time with students outside of the classroom.

14. Bring back one of the highlights of past years by using a local DJ to emcee a record hop -- students these days are attracted by the unusual. We haven't had the record hop in vogue for awhile, so we could give it a whirl!

15. Develop an awareness of local needs where students can be of help. Invite directors of community centers, Boys Clubs, etc. to speak in seminar sessions that invite questions and answers -- a real chance to grow.

16. Cooperate with music department in presenting a student musical -- investing union money in a student production can often turn into a better investment than the money spent on professional attractions. Again -- it takes cooperation.

17. Use the symphony orchestra of the university as support for a professional performer -- great experience for the college musicians and it isn't often you are able to secure a symphony orchestra for no money -- an exciting kind of programming.

18. Schedule presentations of oral interpretation classes -- these are rich in student talent seeking chances to perform -- stimulating and fun programming.

Film Distributors

NANCY PERRY
Program Advisor, K-State Union
Kansas State University

FILM DISTRIBUTORS

Car: cartoons
Ch: children's films
Class: classics--silent and early sound
Com: comedy--like Fields, Laurel and Hardy, etc.
CurIs: current issues--politics, human rights, ecology, drugs, etc.
CurRel: current releases--films released commercially 1-2 years ago
Doc: documentaries
Exp: "experimental"--independent film makers, underground films, 'film as art"
Feat: features--from 2-5 years ago on back to 1920-30's

****

ACI films, Inc.
35 West 45th Street
New York, New York 10036
212 582-1918
CurIs, Doc

Adelphi Films/Distributors
516 East Indian Springs Drive
Silver Spring, Maryland 20901
301 585-0417
CurIs

Al Sherman
890 West End Avenue
New York, New York 10025
212 866-0532
For (Scotland), Doc

American Documentary Films
336 West 84th Street
New York, New York 10024
212 799-7440
379 Bay Street
San Francisco, California 94133
415 982-7475
CurIs, Doc

American Educational Films
331 North Maple Drive
Beverly Hills, California 90210
213 278-4996
Doc

American Television and Radio
Commercials Festival
30 East 60th Street
New York, New York 10002
212 593-1900
Radio and TV commercials--best of year

Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016
212 689-7400
CurIs, Doc

Arcus Films Inc. (formerly Argus Films Inc.)
1225 Broadway
New York, New York 10001
212 686-2216
Ch, Car, CurRel, Feat
(eastern branch of Argosy & Audio Visual)

Argosy Film Service
1939 Central Street
Evanston, Illinois 60201
312 491-9090
Ch, Car, CurRel, Feat
(midwest branch of Arcus & Audio Visual)

Arthur Barr Productions, Inc.
1029 North Allen Avenue
Box 7-C
Pasadena, California 91104
213 797-4702
CurIs, Doc

Artkino Picture, Inc.
165 West 46th Street, Room 910
New York, New York 10036
212 245-6570
For (Russian)

Association Films, Inc.
600 Madison Avenue
New York, New York 10022
212 421-3900
see also "CCM"
Car, Ch, CurRel, Doc, Feat

Audio Film Center
34 MacQuesten Parkway South
Mount Vernon, New York 10550
914 664-5051
406 Clement Street
San Francisco, California 94118
415 752-48[illegible]
1619 North Cherokee
Los Angeles, California 90028
213 463-0357
8615 Directors Row
Dallas, Texas 75247
214 637-2483
512 Burlington Avenue
La Grange, Illinois 60525
312 482-9090
Car, Ch, Class, Com, CurIs, Doc, Exp, Feat

Audio Visual Co.
142 Walton Street N.W.
Atlanta, Georgia 30303
404 524-6624
Ch, Car, CurIs, Feat
(southern branch of Arcus & Argosy)

Avco Embassy Pictures Corporation
1301 Avenue of the Americas
New York, New York 10019
212 956-6163/64
CurRel, Feat

Azteca Films, Inc.
132 West 43rd Street
New York, New York 10036
212 695-4740
For (Mexican)

Barry Spinello
5166 Miles Avenue
Oakland, California 94618
415 652-9028
Exp

Bell and Howell
7100 McCormick Road
Chicago, Illinois 60645
312 262-1600
Doc, Exp

Benchmark Films, Inc.
145 Scarborough Road
Briarcliff Manor, New York 10510
914 762-3838
CurIs, Doc

Ben-Lar Productions
22 East 17th Street
New York, New York 10003
212 255-5553
Doc

BFA Educational Media (Bailey Film Asso.)
2211 Michigan Avenue
Santa Monica, California 90404
213 829-2901
CurIs, Doc

Big Country Productions
1869 South 11th East
Salt Lake City, Utah 84105
801 467-4804
For

Bill Snyder Films
Box 2784
Fargo, North Dakota 58102
701 232-6500
CurIs, Doc

Billy Budd Films, Inc.
235 East 57th Street, Room 8D
New York, New York 10022
212 755-3968
Doc

Brandon Films, Inc.
221 West 57th Street
New York, New York 10019
212 246-4867

Film Center, Inc.
20 East Huron Street
Chicago, Illinois 60611
312 337-2855
Western Cinema Guild, Inc.
244 Kearney Street
San Francisco, California 94108
415 397-4255
see also "CCM"
Exp, For

Budget Films
4590 Santa Monica Boulevard
Los Angeles, California 90029
213 660-0187
Car, Ch, Class, Com, CurRel, Feat

Bureau of Indian Affairs
U.S. Department of the Interior
1951 Constitution Avenue N.W.
Washington, D. C. 20242
703 343-8693
don't rent, but good source of list of films on American Indians

Canyon Cinema Cooperative
Industrial Center Building, Room 220
Sausalito, California 94965
415 332-1514
Exp

Carousel Films, Inc.
1501 Broadway
New York, New York 10036
212 279-6734
CurIs, Doc

CCM Films, Inc.
34 MacQuesten Parkway South
Mt. Vernon, New York 10550
914 664-5051
406 Clement Street
San Francisco, California 94118
415 752-4800
1619 North Cherokee
Los Angeles, California 90028
213 463-0357
8615 Directors Row
Dallas, Texas 75247
214 637-2483
512 Burlington Avenue
La Grange, Illinois 60525
312 482-9090
Audio Film Center, Brandon Films (and Film Center and Western Cinema, Ideal Pictures, Association Films are all subsidiaries of Crowell, Collier and MacMillan, Inc. (CCM)

Center Cinema Co-op
c/o Columbia College
540 North Lake Shore Drive, Space 240
Chicago, Illinois 60611
312 644-6824
Exp

Center for Mass Communications of Columbia University Press
440 West 10th Street
New York, New York 10025
212 865-2000
CurIs, Doc

Centron Educational Films
1621 West Ninth Street
Lawrence, Kansas 66044
913 843-0400
Doc

Charard Motion Pictures, Inc.
2110 East 24th Street
Brooklyn, New York 11229
212 891-4339
Car, Ch, Feat

Charlou Productions, Inc.
165 West 46th Street
New York, New York 10036
212 247-3337
Class, Com, Feat

Cine-Craft Company
709 Southwest Ankeny
Portland, Oregon 97205
503 228-7484
Car, Ch, Com, Feat, For

Cinema Arts, Ltd.
2015 East Ninth Street
Des Moines, Iowa 50316
515 265-5766
Class, Com, Feat, For

Clem Williams Films, Inc.
2240 Noblestown Road
Pittsburg, Pennsylvania 15205
412 921-5810
Car, Ch, Class, Com, Feat, For

Columbia Cinematheque
711 Fifth Avenue
New York, New York 10022
212 751-7529
CurRel, Feat, For

Contemporary Films/McGraw-Hill
828 Custer Avenue
Evanston, Illinois 60202
312 869-5010
1714 Stockton Street
San Francisco, California 94133
415 362-3115
Princeton Road
Hightstown, New Jersey 08520
609 448-1700
330 West 42nd Street
New York, New York 10036
CurIs, Doc, Exp, Feat, For

Creative Film Society
14558 Valerio Street
Van Nuys, California 91405
213 786-8277
Car, Class, Com, Exp

Cultural Films, Inc.
67 East Madison Avenue
Chicago, Illinois 60603
312 346-7361
1564 Broadway
New York, New York 10036
212 586-1398
Car, Com, Doc, Exp, Feat

Encyclopedia Britannica Educational Corp.
425 North Michigan Avenue
Chicago, Illinois 60611
312 321-6800
CurIs, Doc

EYR Campus Programs
78 East 56th Street
New York, New York 10022
212 838-3900
Doc, Exp. Feat, For

Farnam's Motion Pictures Service Inc.
1078 Madison Avenue
Troy, New York 12180
518 271-7978
Car, Ch, Com, Feat

Feature Film Service
403 South Congress Avenue
Austin, Texas 78704
512 442-6665
Car, Com, Class, Feat

Film Center
see "Brandon" and "CCM"

Film Classic Exchange
1926 South Vermont Avenue
Los Angeles, California 90007
213 731-3854
Class

Film Images (division of Radim Films)
17 West 60th Street
New York, New York 10023
212 279-6653
1034 Lake Street
Oak Park, Illinois 60301
312 386-4826
Ch, Class, Com, CurIs, Doc, For

Film-Makers' Cooperative
175 Lexington Avenue
New York, New York 10016
212 889-3820
Exp

Films for Social Change
Leonard M. Henny
5122 Waterman Boulevard
St. Louis, Missouri 63108
314 367-8719
CurIs

Films, Inc.
1144 Wilmette Avenue
Wilmette, Illinois 60091
312 256-4730
277 Pharr Road N.E.
Atlanta, Georgia 30305
404 237-0341
161 Massachusetts Avenue
Boston, Massachusetts 02115
212 937-1110
1414 Dragon Street
Dallas, Texas 75207
214 741-4071
98 West Jackson Street, Suite 1
Hayward, California 94544
415 782-4777
5625 Hollywood Boulevard
Hollywood, California 90028
213 466-5481
35-01 Queens Boulevard
Long Island, New York 11101
212 937-1110
Deseret Book Co.--Film Division
44 East South Temple
Salt Lake City, Utah 84110
801 328-8191
4420 Oakton Street
Skokie, Illinois 60076
312 676-1088 (Skokie)
312 583-3330 (Chicago)
Car, Ch, Class, Com, CurIs, CurRel, Doc, Exp. Feat

Gemini G.E.L.
8365 Melrose Avenue
Los Angeles, California 90069
213 651-0513
Doc (art)

Genesis Films Ltd.
1040 North Las Palmas Avenue
Los Angeles, California 90038
213 469-9011
Exp

Golden Age Classics
807 Edith Avenue
Alhambra, California 91803
213 576-8989
Class, Com, Feat

Grove Press Film Division
53 East 11th Street
New York, New York 10003
212 677-2400
Feat, For

Guidance Associates
23 Washington Avenue
Pleasantville, New York 10570
914 769-7755
CurIs, Doc

Hal Roach Studios, Inc.
730 Fifth Avenue
New York, New York 10019
212 245-4136
Class, Com

Hurlock Cine World
13 Arcadia Road
Old Greenwich, Connecticut 06870
203 637-4319
Ch, Feat, For

Ideal Pictures--affiliate of Audio Film Ctr. (see "CCM")

Impact Films, Inc.
141 Bleecker Street
New York, New ork 10012
212 674-3375
CurIs, Doc

Institutional Cinema Services, Inc.
29 East 10th Street
New York, New York 10003
212 673-3990

67 East Madison
Chicago, Illinois 60603
312 346-7360
1250 Ellis Street
San Francisco, California 94109
415 567-6650
Car, Ch, Feat

International Film Bureau, Inc.
332 South Michigan Avenue
Chicago, Illinois 60604
312 427-4545
CurIs, Doc, Exp, For (National Film Board of Canada releases)

International Tournee of Animation
Diamond Heights--Box 31348
San Francisco, California 94131
415 863-6100
Exp

Janus Films
745 Fifth Avenue
New York, New York 10022
212 753-7100
For

Kerr Film Exchange
3034 Canon
San Diego, California 92106
714 224-2406
Car, Class, Com, Feat

King Screen Productions
320 Auora Avenue North
Seattle, Washington 98109
206 682-3555
CurIs, Doc

Leacock Pennebaker
56 West 45th Street
New York, New York 10036
212 986-7020
CurIs, Doc

Learning Corporation of America
711 Fifth Street
New York, New York 10022
212 751-4400
Doc

Lweis Film Service
1425 East Central
Wichita, Kansas 67214
316 263-6991
Car, Ch, Class, Com, CurIs, Feat

MacGillivary-Freeman Films
Box 205
South Laguna, California 92677
714 494-7466
Doc (surfing, skiing)

Makor Films
12 East 46th Street
New York, New York 10017
For, Doc (Israeli)

Mass Media Ministries, Inc.
2116 North Charles Street
Baltimore, Maryland 21218
301 727-3270
CurIs, Doc, Exp

Media International
30 East Johnson Street
Madison, Wisconsin 53703
608 255-3184
Car, Class, Com, Doc, Exp, Feat

Minot Films, Inc.
Minot Building
Millbridge, Maine 04658
207 546-2321
Class, Com, Feat

Modern Sound Pictures, Inc.
1410 Howard Street
Omaha, Nebraska 68102
402 341-8476
Car, Ch, Class, Com, Doc, Feat

Mogull's Films, Inc.
235 West 46th Street
New York, New York 10036
212 757-1414
Class, Feat, For

Monument Film Corporation
267 West 25th Street
New York, New York 10001
Doc

Mottas Films
1318 Ohio Avenue, N.E.
Canton, Ohio 44705
206 454-8821
Car, Ch, Class, Com, Feat

Museum of Modern Art
Circulation Director--Department of Film
11 West 53rd Street
New York, New York 10019
212 956-6100
Class, Doc, Exp, For

National Audio Visual Center
National Records and Archives Service
General Services Administration
Washington, D. C. 20409
write for film list--governmental films

NET (National Educational Television) Film Service
Indiana University
Audio Visual Center
Bloomington, Indiana 47401
812 337-8087
CurIs, Doc, Exp (NET and PBL programs)

National Film Board of Canada
680 Fifth Avenue, Suite 819
New York, New York 10019
212 586-2400
CurIs, Doc, Exp (rental through Contemp/McGraw, but write for their catalogue)

National Film Service
14 Glenwood Avenue
Raleigh North Carolina 27602
919 832-3901
Car, Ch, Feat

National Gallery of Art, Washington, D.C.
NGA/Films
c/o American Federation of Arts
41 East 65th Street
New ork, New York 10021
212 988-7700
Doc (art)

National Student Film
254 West 71st Street, #2B
New York, New York 10023
212 595-8080
Exp (student films) (from NSA)

National Talent Service
136 East 57th Street
New York, New York 10022
212 759-8735
Doc, Exp, Feat

New Line Cinema
121 University Place
New York, New York 10003
212 674-7460
Exp, Feat, For

Newsreel
322 Seventh Avenue
New York, New York 10001
212 565-4930
595 Massachusetts Avenue
Cambridge, Massachusetts 02139
617 864-6000
1406 Tennessee Street
Lawrence, Kansas 66044
P.O. Box 7585, Oakland Station
Pittsburg, Pennsylvania 15213
1232 Market Street, Room 104
San Francisco, California 94102
415 621-6196
162 North Clinton Street, Room 204
Chicago, Illinois 60600
CurIs, Doc

New York Cinema Company
267 West 25th Street
New York, New York 10001
CurIs, Doc

New York Review Presentations
250 West 57th Street
New York, New York 10019
212 265-1690
Feat, For

New York University Film Library
26 Washington Place
New York, New York 10003
212 598-2250
Car, Ch, CurIs, Doc, Exp

Northern Films
Box 98, Main Office Station
Seattle, Washington 98111
Doc, CurIs

Osti Films
83 Rogers Street
Cambridge, Massachusetts 02142
617 492-1200
CurIs, Doc

Paradigm Film Distribution
1356 North Genesee Avenue
Los Angeles, California 90046
213 874-4486
CurIs, Doc

Perennial Education, Inc.
1825 Willow Road
Northfield, Illinois 60093
CurIs, Doc

Pyramid Films
Box 1048-M
Santa Monica, Claifornia 90406
213 828-7577
Exp

Richard Meyers
1224 North Mantua Street
Kent, Ohio 44240
216 673-8220
CurIs, Doc, Exp

Roa's Films
1696 North Astor Street
Milwaukee, Wisconsin 53202
414 271-0861
Car, Ch, Class, Com, CurIs, Doc, Feat, For

Rocky Mountain Films
P.O. Box 26323
Denver, Colorado 80226
303 986-1170
Car, Com, Ch, Feat

Rogosin Films
144 Bleecker Street
New York, New York 10012
212 674-3375
CurIs, Doc, Exp

Samuel Goldwyn 16MM
1041 North Formosa Avenue
Los Angeles, California 90046
213 815-1234
Feat

Sigma III Corporation
444 Madison Avenue
New York, New York 10022
212 421-6777
Feat, For

S-L Film Productions
5126 Hartwick Street
Los Angeles, California 90041
213 254-8528
CurIs, Class, Doc

Standard Film Service
P.O. Box 4863
Detroit, Michigan 48219
313 272-2527
1228 East 340th Street
Willoughby, Ohio 44094
216 942-1943
Car, Ch, Class, Doc, Feat

Stevens Pictures of Texas Inc.
3019 Monticello Street
Dallas, Texas 75205
214 528-9080
Feat, Car

Supreme Mix, Inc.
56 West 45th Street
New York, New York 10036
212 697-9461
Feat (Norman Mailer)

Swank Motion Pictures, Inc.
201 South Jefferson Avenue
St. Louis, Missouri 63166
314 534-6300
Car, Ch, Class, Feat, CurRel

Texture Films, Inc.
1600 Broadway
New York, New York 10019
212 586-6960
CurIs, Doc

Time-Life Films
43 West 16th Street
New York, New York 10011
212 691-2930
CurIs, Doc (BBC films)

Toho International, Inc.
Paramount Building
1501 Broadway
New York, New York 10036
212 563-5238
For (Japan)

Trans-Lux Corporation
625 Madison Avenue
New York, New York 10022
212 751-3110
Feat

Trans-National Film Corporation
363 Lexington Avenue
New York, New York
212 687-8522
Exp

Trans-World Films, Inc.
332 South Michigan Avenue
Chicago, Illinois 60604
312 922-1530
Feat, For

Twyman Films, Inc.
329 Salem Avenue
Dayton, Ohio 45401
513 222-4014
Car, Ch, Class, Com, CurIs, Feat, For

Union County Film Service
128 Chestnut Street
Roselle Park, New Jersey 07204
201 245-0323
Class, Com, Feat

UA/16--United Artists Corporation
729 Seventh Avenue
New York, New York 10019
212 245-6000
Car, Class CurRel, Com, Feat

United Film Enterprises, Inc.
1546 Broadway
New York, New York 10036
212 586-1442
For (German)

United Films, Inc.
1425 S. Main Street
Tulsa, Oklahoma 74119
918 584-6491
Farnam's Motion Picture Service, Inc.
1078 Madison Avenue
Troy, New York 12180
518 271-7978
also: Kerr Film Exchange
Rocky Mountain Films
Car, Feat

Universal Education and Visual Arts
221 Park Avenue South
New York, New York 10003
212 777-6000
155 Universal Plaza
Universal City, California 91608
213 985-4321
Class, Com, Doc, Exp, For, Feat

University of Arizona
Bureau of Audiovisual Services
Tucson, Arizona 85721
602 884-1434
Doc

University of California
Extension Media Center
Berkeley, California 94720
CurIs, Doc, Exp

University of Iowa
Audio Visual Center/Media Library
Division of Extension & University Services
Iowa City, Iowa 52240
319 353-5885
Doc, CurIs, Exp

University of Kansas
Bureau of Visual Instruction
Bailey Hall, Room 6
Lawrence, Kansas 66044
CurIs, Doc, Exp

University of Manitoba
UMSU Film
Winnepeg 19, Manitoba
Canada
204 479-9447
Exp (student film)

University of Oklahoma
Audio-Visual Education
650 Parrington Oval, 109
Norman, Oklahoma 73069
CurIs

University of Southern California
Film Distribution Section, Division of Cinema
University Park
Los Angeles, California 90007
213 746-2238
CurIs, Doc, Exp

Vaughn Obern
922-D 14th Street
Santa Monica, California 90403
CurIs

Vision Quest, Inc.
554 Lincoln Avenue
Winnetka, Illinois 60093
312 446-1314
CurIs, Doc, Exp

Walt Disney 16 MM Films
800 Sonora Avenue
Glendale, California 91201
213 849-3411
495 Route 17
Paramus, New Jersey 07652
666 Busse Highway
Park Ridge, Illinois 60068
Ch

Walter Reade 16
241 East 34th Street
New York, New York 10016
212 683-6300
Class, Exp, Feat, For

Warner Bros.
4000 Warner Boulevard
Burbank, California 91503
213 843-6000
CurRel, Feat

Western Cinema Guild
see "Brandom" and "CCM"

Wholesome Film Center
20 Melrose Street
Boston, Massachusetts 02116
617 426-1055
Class, Com, Feat

William Greaves Productions
254 West 54th Street
New York, New York 10010
212 586-7710
CurIs

Willoughby/Peerless
115 West 31st Street
New York, New York 10001
212 564-1600, ex. 236
Car, Class, Com, Doc, Feat

Woods Eye Film Programs
Alleghany Star Route
Nevada City, California 95959
916 292-3209
Exp

Yellow Ball Workshop
62 Tarbell Avenue
Lexington, Massachusetts 02173
617 862-4283
Exp (made by children)

Youth Film Distribution Center
43 West 16th Street
New York, New York 10011
212 989-7265
Exp (made by children)

THEATER EQUIPMENT

16mm PROJECTORS

Allied Impex Corporation
168 Glen Cove Road
Carle Place
Long Island, New York 11514

Bell and Howell
7183 McCormick
Chicago, Illinois 60645

Eastman Kodak
343 State Street
Rochester, New York 14604

North American Philips
Norelco Projectors
1 Philips Parkway
Montvale, New Jersey 07645

Radio Corporation of America
RCA Victor Division
Theater Equipment Sales
Camden, New Jersey 08101

Carbons, Inc.
10 Saddle Road
Cedar Knolls, New Jersey 07927

35mm PROJECTORS

Ballantyne Instruments & Electronics Co.
1712 Jackson Street
Omaha, Nebraska 68102

Carbons, Inc.
10 Saddle Road
Cedar Knolls, New Jersey 07927

Century Projector Corp.
729 7th Avenue
New York, New York 10019

General Precision Labs
Pleasantville, New York 10570

National Theatre Supply Co.
411 Sette Drive
Paramus, New Jersey 07652

North American Philips
Norelco Projectors
1 Philips Parkway
Montvale, New Jersey 17645

SCREENS

Ballantyne Instruments & Electronics Co.
1712 Jackson Street
Omaha, Nebraska 68102

Da-Lite Shade and Screen Co.
Warsaw, Indiana 46580

Draper Shade and Screen Co.
Spiceland, Indiana 47385

Hurley Screen Co.
26 Sarah Drive
Framdale, New York 11735

National Theatre Supply Co.
411 Sette Drive
Paramus, New Jersey 07652

B. F. Shearer Co.
2318 Second Avenue
Seattle, Washington 98101

Technikote Corporation
63 Seabring Street
Brooklyn, New York 11231

Trans-Lux Corporation
625 Madison Avenue
New York, New York 10022

Walker-American Corporation
2665 Delmar Blvd.
St. Louis, Missouri 63106

Williams Screen Company
1620 Summit Lake Blvd.
Akron, Ohio 44314

LENSES

American Optical Co.
19 Doat Street
Buffalo, New York 14211

Bausch and Lomb Optical Co.
635 St. Paul Street
Rochester, New York 14602

Bell and Howell Co.
7100 McCormick
Chicago, Illinois 60645

Kolmorgen Corporation
347 King Street
Northampton, Mass. 01060

North American Philips
1 Philips Parkway
Montvale, New Jersey 07645

Pacific Optical Corporation
5965 West 98th Street
Los Angeles, California 90045

Projection Optics Co., Inc.
330 Lyell Avenue
Rochester, New York 14606

Wollensak Optical Mfg. Co.
856 Hadson Avenue
Rochester, New York 14621

Zenith Optical Co.
Huntington, West Virginia 25701

ADDITIONAL COMPANIES

3 M Company
Mincon Division
St. Paul, Minnesota

Concrod Electronics Corporation
1935 Armacost Avenue
Los Angeles, California 90025

Lear Siegler/Bogen
P. O. Box 500
Paramus, New Jersey 07652

Con Wed Corporation
332 Minnesota Street
St. Paul, Minnesota 55101

Altec Lansing Corporation
1515 S. Manchester Avenue
Anaheim, California 92803

GBC Closed Circuit TV Corporation
74 Fifth Avenue
New ork, New York 10011

Panasonic
23-05 44th Road
Long Island City, New York 11101

PUBLICITY SOURCES

Fepo Theater Advertisers
Box 795
Omaha, Nebraska 68101

Motion Picture Herald
Quigley Publishing Company, Inc.
Rockefeller Center
New York, New York

Filmach Trailer Co.
1327 South Wabash Avenue
Chicago, Illinois 60605

Harry K. McWilliams Assoc., Inc.
151 Lafayette Street
New York, New York 10013

Marc Ricci
The Memory Shop
Box 365, Cooper Station
New York, New York 10013

Movie Poster Service
Box 517
Canton, Oklahoma 73724

National Screen Service
1600 Broadway
New York, New York 10019

Theater Poster Exchange
Box 2045
Memphis, Tennessee 38103

Magazines with reviews:

INTERNATIONAL MOTION PICTURE EXHIBITOR, 317 North Broad Street, Philadelphia, Pennsylvania 19107
the trade magazine for commercial theaters; have reviews for all films distributed in the U.S., from American and foreign producers

FILM FACTS, P.O. BOX 213, Village Station, New York, New York 10014
comprehensive reviews of films, including complete credits and summary of critical reviews from sixteen newspapers around the country

There are, of course, many publications with critical reviews of films, other than these two.

OTHER GENERAL INFORMATION

American Federation of Film Societies
144 Bleecker Street, New York, New York 10012
organization for film clubs and film societies; but publications contain much valuable information for Union film programs. Monthly FILM SOCIETY REVIEW has reviews of films; monthly FILM SOCIETY BULLETIN tells about new releases (16mm!) of the distributors that serve colleges and universities and other informational notices about special listings, special programs, etc.

American Film Institute
1815 H Street N.W., Washington, D. C. 20006
an organization striving to cover the complete history and impact of films in American society--activities range from developing a library/archive of early and current films of significance, publishing a complete comprehensive catalogue of American films, to the educational area of the American Film Institute Center for Advanced Film Study and assistance in film study courses.

AFI has just published a new enlarged edition of its Guide to College Film Courses. Write above address for details.

National Clearinghouse for Drug Abuse Information
The ACU-I BULLETIN, March 1971, announces that they can supply the film list from the National Clearinghouse of films on drug abuse. Write the ACU-I office for copies.

Audio Visual Source Directory
available from Motion Pictures Enterprises Publications, Tarrytown, New York 10591 for $2.50--contains listings of A-V service and product organizations, film libraries, etc.

National AudioVisual Association's 1970/1971 Membership Directory
available from NAVA, 3150 Spring Street, Fairfax, Virginia, 22030, free of charge. Lists, by state, the rental and free loan film libraries, free sponsored films available, and A-V equipment and service organizations.

Lecturers And Speakers

KAREN P.SIMOPOULOS
Program Director
Louisiana State University at Baton Rouge

IDEAS ON PLANNING A SPEAKERS PROGRAM

The guide lines suggested were designed primarily with new program personnel in mind. However, the information is applicable to many program situations and should be helpful to experienced personnel also.

1. Establish goals. Whether for an entire year's program or a particular series, well-thought, written goals are invaluable aides. If nothing more, such a plan offers the students an opportunity to think out their program. Quite often in defending controversial speakers (if that becomes necessary) a list of goals is the deciding factor. It is most difficult to lay aside personal philosophies (e.g. political, ideological, etc.) when goals are established, but this must be done in order to achieve a balanced program.

2. Decide on financial set-up. Are speakers subsidized by University funds, by a portion of the student activity fee, a portion of the Union fee? Should admission be charged? If so, what is the "ceiling" on student/non-student pocketbooks? Should several speakers be offered on a series ticket? Remember to consider travel expenses of speakers, promotional costs, rental rates on facilities, etc., when budgeting. See "Hints for Financial Sources" and also "Representative Speakers Fees."

3. Choosing the date(s). With calendar in hand, look at the dates and facilities available. Are week days or weekends better for your campus, mornings or afternoons vs. nights? If you are planning a series, is it to be a compact program in a short amount of time, or will it encompass several dates throughout the year?

4. Selecting speakers. Assuming the financial resources are set, the following may be considered:

Goals -- how does each selection fit in with the established plan?
Topic vs. Personality -- are you looking for the "name" or the "idea"?
Balance and Spectrum -- all political, "left vs. right," etc.?
Selecting an agency
Direct contacts -- often local persons have "ins" with speakers
Use of academic resources for suggestions, comments.

5. Contacting speakers. Various avenues are open:

Call or write an agency.

Contact speaker directly. (Congressmen and state legislators can be contacted by sending a letter to the Capitol Building (Washington, D. C.) or to state capitols. Authors can sometimes be reached by writing the publishing firm of their latest book or magazine article and asking the firm to forward the letter.)

Ask a top-echelon speaker (e.g. chancellor, governor) to issue the invitation or to write a letter endorsing the school's invitation.

Utilize special contacts in your state, such as political party chairmen who may know a speaker personally.

Establish a working relationship with student chairman as to who will deal with the agency. Agencies often become confused if they are contacted by several different persons about the same speaker program.

6. Following channels. Channels for approval of speakers may not be necessary on your campus, but if they are necessary they are usually time consuming.

Student group approval can be facilitated by presenting a list of several speakers for consideration and receiving blanket approval for all of them, leaving planning committee free to substitute as schedule dictates.

University channels may be necessary. It becomes the advisor's responsibility to make students aware of any extra time needed.

Students should note the difference between writing a letter "requesting availability" and "issuing the invitation."

7. Contract. Go over thoroughly and familiarize yourself carefully. Most misunderstandings on contracts stem from the sponsor not realizing what the agency is responsible for. See hints on working with agencies."

8. Itinerary. Once you have signed the speaker, draw up an itinerary for speaker to approve. Do not commit him to anything he has not personally approved. Issue itinerary for approval before he has his flight plan scheduled so that he can make arrangements accordingly. There are many ways to make use of a speaker's visit: class visits, seminars, afternoon coffees, dinners or breakfasts, etc. But, do not overwork him. Be sure to ask, if applicable, if he will consent to televising, taping, or photographing during the lecture. Some speakers prefer a press conference over having

their lecture televised or taped. Ask about dietary requirements, special needs, restrictions, etc.
9. Publicity. An obvious necessity is a thorough, effective publicity campaign. Watch out for the pitfall of thinking that a speaker is so well-known that little effort is required, or that the topic is so popular it will draw without explanation. Carrying both to extremes often backfires.
10. During the lecture. Depending upon the degree of controversy over the speaker, crowd control measures may have to be developed which involve more than sponsoring committee or staff of the building in which the lecture is held. Students should be involved in plans. The first obligation is to the audience, and the integrity of the program should be preserved at all costs. Intense camera lighting, flash bulbs, wandering cameramen, etc., can be very distracting to the audience as well as to the speaker. Often an agreement on procedure can be arrived at between the sponsor of the news media, e.g. televising from a projection booth only, limiting flash photos to the first three minutes of the lecture, etc. Arriving at agreeable conditions with the press is best done at the beginning of the year before speakers are booked.
11. After the lecture. Most speakers on campuses are amenable to receptions, unless their schedule is too hectic. Usually the speakers are anxious to engage in discussions and exchanges with college students on an informal basis. If you plan a reception after the lecture, it works well to hold it in another room away from the lecture hall; that way only the interested people will make the effort to come. Consider whether a small microphone is necessary.
12. Evaluation. Often the most overlooked aspect of the program but the most important. Can be done by committee, staff, audience surveys, newspaper reviews, statistics and figures, etc. Provides invaluable information that will not be "lost" when personnel changeovers occur among students and staff.

HINTS FOR WORKING WITH AGENCIES

The relationship between sponsors and agencies is generally positive. Listed below are hints and ideas to serve as an aid in dealing with agencies. Most misunderstandings stem from lack of communication and lack of understanding on the part of the sponsor as to the agency's role.

1. Keep a file of current brochures and mailings. Ask to be put on mailing lists regularly.
2. Some speakers are booked through two or three agencies. It is a good idea to write or call the different agencies to compare prices. (Agency percentage on speakers' fees differ from agency to agency.)
3. Quite often a school can get lower speakers' fees by booking two or more from the same agency. Ask about "package deals" if you are interested in several speakers from the same agency.
4. An "en route" fee quoted by an agency usually means that some other school is paying the original transportation cost to get speaker into the area.
5. Start collecting information and prices about speakers early in the year (spring and summer are good times for the next academic year). Do not be too eager to accept any price the agency quotes; often the agency can and will "come down."
6. Get other schools in your geographic region to book the same speaker from the same agency and aim for a lower price per school. (ACU-I regions can successfully block-book speakers as well as entertainment groups.)
7. Be sure to read the small print of the contracts. Most agencies do not assume responsibility for getting speaker to you (or for his topic); they just arrange the lecture date.
8. Ask agencies for recommendations from other schools who have booked the speaker. You can also write directly to other schools to inquire about the speaker's drawing appeal, his willingness to meet with students, reputation for keeping appointments, ability to speak, etc.
9. Remember that anything written in a letter to an agency concerning a speaker may be quoted in print. Your favorable comments will be used to sell the speaker to someone else.
10. If time permits, try to contact the speaker directly before going to the agency. (See "Ideas for Planning a Speaker Program.") You may be able to obtain a lower price; agencies often retain up to one-third of the fee.
11. If you do use the agency for the contact, try to correspond with the speaker yourself anyway to double check details (e.g. flight plans, topic of speech, accommodations, consent to press conference, televising during lecture, dinner with students, reception after lecture, etc.).
    a. It is important that the speaker be aware himself of the topic you want him to present. It can, and has happened, that the speaker may not look at the contract to check the topic, or may decide on his own to change the topic. If goals are topic-oriented, the speaker should realize your interest in his topic.

b. In planning a speaker's visit, you can plan an itinerary, mail it to the agency to forward it to the speaker for approval. The contract usually stipulates only whether or not there will be a question-answer session. The agency assumes responsibility only for lining up speaker for that date. The speaker's total itinerary has to be worked out between you and him.

c. Remember not to commit a speaker to anything other than the lecture unless you have received his personal approval. Agencies sometimes "guess" about what the speaker will consent to, such as televising, press conferences, etc. If the speaker then refuses, or begrudgingly proceeds, the sponsor ends up the most embarrassed party.

12. Make sure you have received your signed copy of the contract.

13. It is a big help to agencies if you send them a list of your university's vacation schedules and any other dates that you are not able to use.

14. Doublecheck the lists published by agencies indicating what dates speakers will be in your area; often the information is misleading. The agency may not have contracts on the dates and names listed, but may be trying to sell package deals.

15. In negotiating prices, it is always better to arrive at a flat fee for travel expenses and include that amount in the contract. If travel expense amounts are not stipulated in the contract, you may be vulnerable for extra costs. Including this in the contract also waylays any possible misunderstandings between the speaker and the school, and it also eliminates using any travel vouchers.

SOURCE IDEAS FOR LOCAL AND REGIONAL SPEAKERS

Other colleges and universities - professor exchanges, speaker listings, recommendations from students at other schools
City councils, school boards, mayors
Law enforcement people, district attorneys
Roster of state government officials from Secretary of State
Governors and assistants to governors
Public education officials; State Board of Education
U.S. Senators and Representatives - usually free in home state
State and Appellate Courts - District
City Court judges
Pollution control officials
Art commission
Civil defense agencies; Red Cross
Department of Conservation
Department of Corrections; Penal Institution wardens
Mental Health board and commissions
Department of Labor
Urban Development organizations
Model Cities programs
VISTA - Peace Corps - regional offices
Regional offices of Housing and Urban Development, Office of Economic Opportunity, Health, Education, & Welfare
Consulates of various countries in port cities
Media sources - TV commentators, editors, news writers and reporters Newsweek Bureau
Listings in regional phone books of state and federal agencies within the region
Museum curators
Church leaders
Social workers
U.S. State Department - block bookings for travel expenses only
Work through YR's, YD's, YAF's and other student groups with national affiliations
Foundation visiting lecture programs

SPEAKERS BUREAUS

The Adult Education Council of Greater Chicago Speakers Bureau 332 South Michigan Avenue Chicago, Illinois 60604	Wide selection of qualified lecturers, mostly non-political
Truth Alben Speakers Service 312 South Canyon View Drive Los Angeles, California 90049	Large selection of famous personalities in fields of contemporary interest
American Program Bureau 59 Temple Place Boston, Massachusetts 02111	Large selection of famous personalities in fields of contemporary interest.

Author Lecture Service of Doubleday & Co., Inc. 277 Park Avenue New York, New York 10017	Approximately 50 authors whose books have been published by Doubleday.
M. Catherine Babcock, Inc. 544 Southside Road Virginia Beach, Virginia 23451	Does bookings for William Buckley and others
The Canadian Speakers' and Writers' Service 44 Douglas Crescent Toronto 5, Ontario	Doubleday's agency in Canada. About 25 authors from various fields
Royce Carlton, Inc. 866 United Nations Plaza New York, New York 10017	Wide variety of lecturers
The Christian Commentary Lecture P.O. Box 105 Somerset, New Jersey 08873 or 600 Madison Avenue New York, New York or 211 East Chicago Avenue Chicago, Illinois	About 50 lecturers representing religious and secular fields, with wide variety of topics on man and society.
Danforth Visiting Lecturers Association of American Colleges 200 West 57th Street New York, New York 10019	
Richard Fulton, Inc. 200 West 57th Street New York, New York 10019	"Attractions for every budget on every subject." Approximately 200 lecturers listed in brochure Wide variety.
International Famous Agency Lectures 1301 Avenue of the Americas New York, New York 10019 or 9255 Sunset Blvd. Los Angeles, California 90069	About 80 well-known lecturers on a variety of topics.
Keedick Lecture Bureau, Inc. 475 Fifth Avenue New York, New York 10017	About 150 lecturers listed in brochure. Wide variety.
King Lecture Bureau 235 East 45th Street New York, New York 10017	Over 200 columnists and artists. Wide variety of topics.
Harry Byrd Kline Celebrity Service P.O. Drawer 87 Dallas, Texas 75221	About 100 lecturers on wide variety of topics.
W. Colston Leigh, Inc. 521 Fifth Avenue New York, New York 10017 or 77 W. Washington St. Chicago, Illinois 60602 or Russ Building San Francisco, California 94104	Large number of lecturers and artists from wide variety of interests.
Lordly and Dame, Inc. 80 Boylston Street Boston, Mass. 02116	Variety of lecturers and artists.

National Talent Service, Inc 136 East 57th Street, Suite 1202 New York, New York 10022	
Programs Internation System 222 Wisconsin Building Lake Forest, Illinois 60045	
The Public Affairs Lecture Bureau 70 Fifth Avenue New York, New York 10011	About 50 scholars, newsmakers, leaders in various fields.
Redpath Bureau 343 South Dearborn Street Chicago, Illinois 60604	
Review Presentations 250 West 57th Street New York, New York 10019	About 50 artists, film-makers, and lecturers on contemporary issues.
Wayne Short Lecture Management 1736 Stockton Street San Francisco, California 94133	About 50 lecturers. Also several travel-film speakers.
Speakers Bureau Young Americans for Freedom 1221 Massachusetts Avenue, N.W. Washington, D. C. 20005	Good choice of conservative speakers on contemporary issues.
Harry Walker, Inc. Empire State Building, Suite 3616 359 Fifth Avenue New York, New York 10001	Large selection of famous personalities in fields of contemporary interest.
Wide World Lecture Bureau, Inc. 18 East 48th Street New York, New York 10017	

REPRESENTATIVE SPEAKER FEES - 1969-71

The fees listed below either were actually paid by schools or were quoted by agencies within the last two years. Some schools may have paid less, depending on enroute fees or block booking. Prices may vary as much as $500 if two or more agencies book the same speaker.

SPEAKER	AMOUNT PAID*
Charles Hurst	$1,250+
Birch Bayh	1,250+
William Rusher	900+
Joseph Heller	2,000+
Kate Millett	1,750+
Roy Innis	1,250+
James Farmer	2,500+
Dr. Benjamin Spock	2,500+
Arthur Clarke	2,000
Bill Russell	1,250
James Kavanaugh	1,250
Abraham Ribicoff	1,250
Dick Gregory	2,000
William Buckley	1,000
Jane Fonda	2,300
Ralph Abernathy	1,750
Pat Paulsen	1,750
William Kunstler	2,500
General Maxwell Taylor	1,250
Fulton Lewis, III	2,500
Abe Fortas	700
	1,750

(continued)

SPEAKER	AMOUNT PAID
Robert Goralski	1,250
Paul Goodman	1,600
Jack Anderson	1,000
John Holt	1,100
Robert Moorman	600
Julian Bond	1,000
John Tower	1,500
Strom Thurmond	1,250
Robert Welch	1,500
Stuart Alsop	1,500
Phillip Luce	1,000
Marshall McCluhan	2,250
Ralph Nader	2,500
Isaac Asimov	1,000+
Lloyd Bucher	1,000+
Hugh Downs	2,500+
Fletcher Knebel	1,250+
William Whyte	1,250
Eugene McCarthy	2,500

Senators and Representatives can often be obtained free of charge in their home states.
*+Plus sign indicates travel expenses will be added to basic fee.

IDEAS ON FINANCIAL RESOURCES

1. Co-sponsorship with other campus groups and off-campus groups.
(Student government, University Christian Staff, campus religious centers, etc.)
2. University foundations often know of sources of money for speaker funds. Often monies are dedicated to prominent past faculty members for speakers' series.
3. Special grants, such as the S&H award (Sperry & Hutchison). Check with the research offices on your campus for a look at the following annual publications:
    a. Annual Register of Grant Support (published by Academic Media). Listings by topic or area of interest; alphabetical.
    b. Foundation Directory (published by Russell Sage Foundation). Listings by state.
4. Special faculty or university committees which are specially funded for speakers' series.
5. University departments, such as an Academic Affairs Division, often have budgets for speakers. Often history, English, psychology, or sciences, etc., have some money available.
6. Special interest groups: local conservation, consumer affairs, or state-wide performing arts commissions. (Remember to check on University channels for co-sponsorship with off-campus groups.)
7. Series ticket sales
    a. Offer discounted prices to ticket holders and the advantage of advanced ticket sale. Programmers can see the response early and can adjust promotion for individual speakers if necessary. Higher prices are set for door sales for each individual speaker.
    b. If a school is moving into a paid admission program for free speakers' series, one way to continue partial subsidization is to charge admission for non-students.
c. Series tickets can also carry less well-known speakers on the series with the weight of the more popular attractions. Series ticket sales can also help to adjust lower and higher fees of speakers because the series budget is planned in total. (You may "lose" money on one speaker, "make" money on another.)
8. Admission charge at the door. This works well on many campuses. Fees range from 50¢ admission to $2.00. It depends upon the price limit your student body (and university community) will pay.
9. If the auditorium capacity is small for a speaker, Closed Circuit Television becomes a handy aid to increase seating capacity. (Set it up in another room.)
10. If the budget is low on monies, an economical way to present a speaker or a panel of speakers is to set it up as a telephone hook-up (e.g. conference call). Oversized pictures of the lecturer or panelists serve as the visual bridge to the voice.
11. There are various methods of funding speakers' programs in terms of union or university activity fees. Listed below are some examples of funding methods used by various colleges:
    a. Where assessment of student fees as a part of registration is prohibited, programming funds may be derived from the general University budget along with, or

separate from, the overall management budget of the Union. In some cases, all funds for programming are allotted by Union management as a part of the overall Union budget.

b. At registration, students pay a $25-$30 student services fee, which is allocated among the Union program, athletic department, faculty-student committees for speakers and performing arts, student government, etc.

c. At some schools, a fee is paid at registration for Union programming only. Special fees are levied for special projects, such as a new Union or an addition to the Union.

d. At some schools, a $5-$10 (bond indebtedness) Union fee is the only fee mandatory for students during registration. An optional blanket tax of $40-$25 is allocated among the athletic department, other student organizations, etc., and a portion of the blanket tax ($3-$4) goes to the Union for pop entertainment, with ticket prices lowered or non-existent for those who have paid the optional fee.

e. At some schools, specific taxes are levied for each group (Union student government, athletic department, etc.) but all are mandatory. Total may equal $20-$50 per semester.

f. At some schools, the funds derived from student fees are used to finance the program department (salaries, operational costs, etc.) as well as the programs. At other schools, the program department operational costs are part of the overall Union budget, and only the programs are funded directly by student fees.

Program Department Services: The Program Advisor

JAMES REYNOLDS
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There is one over-riding characteristic which identifies the job of the union program staff member and sets it apart from most other student personnel staff jobs. The program advisor, like other student personnel officers, is required to be the master of a number of diverse and complicated roles. The distinguishing characteristic of the program advisor's role is that his performance is clearly measurable in tangible terms. I will not attempt to justify or glorify the job of the program advisor at the expense of other student personnel staff jobs -- since we are all on the same team. But I do think that it is important to recognize the fact that our job is one of the few student personnel staff roles that can be measured in terms of dollars, in terms of quality and quantity of programs produced, in terms of numbers of law suits required to get us out of contracts, etc. Comparison is not, however, the primary purpose of this paper. What I do hope to do is to identify some of the primary roles of the program advisor and comment briefly on the "art" of performing these roles.

Teacher

I think we all recognize the amount of knowledge, both technical and philosophical, which we must communicate to a volunteer student group in a relatively short period of time, and with the pressure of program production hanging over our pay checks. How much do you really know, however, about how information is most efficiently communicated and how learning takes place? We hear a great deal of frustration expressed about traditional lecture methods of encouraging learning. What are appropriate and effective techniques for the activities advisor to use?

Before suggesting to you the methods which we use at Kansas State, I would caution you that what works for us may or may not work for you. The best approach for you to use in tackling the problem on your campus is to do the following: 1. Contact at least two education department faculty members and discuss the situation with them. 2. Contact two or three faculty members who the students have identified as being "good teachers" and ask them how they communicate information. 3. Discuss the problem with several of your experienced student leaders. 4. Draw up a plan or list of suggestions and present it to your union program group. Just by placing the problem in the context of learning you will have helped shape the attitudes of your students concerning the information they need to have in order to function effectively.

At Kansas State we use a combination of techniques and processes to help our students learn about their jobs. First, our method of selection for positions of leadership in the union requires that a student demonstrate some knowledge of the job in question. This knowledge can be obtained in three basic ways. Experience is probably the backbone of most union training or teaching programs, and unfortunately provides the program staff member with an easy cop-out in too many cases. Not that experience is not a valuable teacher, in fact, it is essential for advanced leadership positions. The problem is that most of us rely on it too heavily and tend to over-estimate the amount of knowledge possessed by individual students. Tutoring by friends, fraternity brothers, or by current student leaders can be a very effective way of helping students prepare for interviews or elections, and can at the same time be an excellent teaching technique. Our outgoing committee chairmen establish "office hours" when they are available to tutor students who are interested in applying for a position. The program staff member should spend some time, however, with these tutors to help them prepare to "teach" the applicants, and to be sure they have their facts straight. Students, like staff members, occasionally over-estimate (exaggerate) or tell how they want things to be rather than how they actually are. Committee or event reports provide inexperienced students with a valuable tool for preparation; as well as providing the program staff member with an excellent teaching resource. We encourage our chairmen and subchairmen to write these reports from the perspective of "this is what I will need to know if I ever do this event again."

Second, we use budget preparation as a teaching tool. The newly selected student chairman sits down with the outgoing student chairman and the advisor for the committee and together they evaluate the program from the preceding year. This evaluation is based on budgetary considerations, technical or professional soundness of program presentations and relevance to the needs of the campus. After evaluating the past program, the new chairman, the advisor and the newly selected subchairmen plan the basic program for the coming year. The type of events to be sponsored, the approximate date for their presentation and a complete (estimated) budgetary breakdown for the total cost for each event. Obviously by requiring this complete financial breakdown the new chairman and sub-chairmen must become acquainted with all of the details involved in planning an individual event (i.e. contracts, publicity, calendar considerations, printing of tickets or programs, scheduling and use of facilities and equipment, estimated attendance, number of committee members necessary to handle production details, telephone expenses, printing costs, travel problems, etc.) Basically what I am saying is that an excellent way of teaching a student the details of how to do an activity is by using the budget as an outline. A word of caution is in order here, however. Students can get completely locked in on a specific series of programs if they are required to completely budget their program in advance. It is very important to stress that the budget is a framework and a guideline, not an unalterable master plan.

Third, we hold a retreat at the beginning of each fall semester which is designed to get the students and staff re-involved after the summer break. The retreat is a combination philosophical orientation, nuts and bolts training session and micro-lab in communications. The philosophical part of the retreat is concerned with such questions as the role of the college union at K.S.U., the value of co-curricular experiences in student development, the role of the union program in social change, the student-advisor relationship, etc. During the nuts and bolts session we again talk about the budget and its purpose. We talk about how money is spent and about how our accounting system works. We talk about office procedures, use of telephones, use of duplicating equipment, costs of supplies, filing systems, use of our "activities center library", and the hundreds of other little details involved in our day to day operation. The real teachers of this office procedures session are our secretarial staff members. Since they have as much student contact as the advisors and are extremely important in student attitude formation, we involve them in as much of the retreat as possible. The good old show and tell method seems to be the best for communicating all of this nuts and bolts information. The micro-lab in communications portion of the retreat has two basic purposes. The first is to acquaint the students with a few basic leadership skills and some of the techniques of improving their interpersonal communications. The second is to help develop a group spirit among all of us, who working together, will create the union program for the coming year. As you well know, there are many difficult problems and frustrations in creating and producing a relevant program of activities for the contemporary college campus. We believe that by developing a sense of identity and group spirit among our staff and students we will be able to deal with intra-group problems and individual frustrations easier and more effectively. This should therefore allow us to spend more time and energy in dealing with the programming needs of the campus. One thing I'll say as a word of caution, professional persons from outside your program council or union organization should be brought in to guide the microlab or group process experience.

Fourth, at our first program council meeting of the fall we have what we call a unionology session. All of the chairmen and subchairmen attend this meeting which is designed to thoroughly acquaint them with the staff, operation and facilities of the union. Each of the union staff department heads makes a presentation concerning the operation of his or her department, and the students are taken on a "cooks tour" of the entire union building. It is very interesting how excited and concerned the students become about their own individual roles as program committee chairmen once they gain an understanding of the total union operation and become aware that the entire union staff really believe that their job is basically to serve students. Once again, we use the budget to demonstrate how the seven union departments are interrelated and ultimately function as one unit, as a union. As the closing part of our unionology program, our director and business manager go over and explain the entire union budget.

I would like to mention one additional side benefit from this kind of in-depth training about the entire union operation. As you well know, there are a lot of people on campus today who are asking why. Why are prices so high in the union? Why should we pay fees to support the union when they charge for everything? Why are the food portions so small? Why can't the union stay open 24 hours per day? Why are the floors dirty? etc., etc., etc. By educating your union program group to the problems of operating a union, you are creating an excellent group of ambassadors and a built-in source of feedback.

Traditionally, and perhaps ultimately, the primary method of teaching union programmers has been, and will be, the advisor-student discussion. In terms of one to one contact hours, the program staff member no doubt spends more time with the individual student than any faculty member. Obviously not all of this contact is devoted to teaching and learning, but I suspect that even the percentage of time devoted to that task is not used efficiently. How do you attempt to communicate information about leadership skills, contracts, publicity techniques, accounting procedures, etc. to the students you advise? Do you provide materials for them to read; then discuss the materials with them? Do you prepare formal lectures on specific subjects and ask them to take notes? Do you discuss the major points of a particular program with them; then ask them to come back and check with you as they proceed with each step? Or do you tell them informally in a discussion session what needs to be done; then "follow them around" to check on whether they remembered all of the details and how to take care of them. As a program adivsor one of your most basic responsibilities is to help students learn how to effectively operate in a leadership role -- how to get things done. At this point I would refer you back to my earlier discussion concerning contacting education faculty members, successful teachers and students. Each of us must develop his own style as informal teachers, and we should do so with great care and constant re-evaluation. Personally, I use all of the techniques listed above -- even the "go around and check on" routine. By making it clear to the student as soon as he is selected that his successful performance requires a lot of learning, he will welcome your help and teaching and will devote himself to learning. I say this rather matter-of-factly; when actually developing this kind of relationship and attitudes in your students can be extremely difficult. Accomplishing this relationship is the real art of being a successful advisor.

Actually, it is no secret what you need to do in order to accomplish this art of being a successful advisor. There are three basic roles which you must master; teacher, counselor, friend. We have looked at the teacher role, now let's look at the other two.

I am not a counselor by trade (my academic training is in taxonomic mammology); so I assume my definition of the counseling role will be a bit simplistic. The only thing I can say in my defense is that my definition is based on six years of dealing with students as human beings who are in an intense period of development and "sorting out". Who am I? Why am I? What do I really believe? Where am I going? I assume these are some of the basic, underlying psychological and philosophical questions with which a trained counselor would attempt to frame his understanding and communications with a client. The counseling role of the activities advisor is generally on a somewhat different level. Maybe the way to distinguish the activities advisor's counseling role is to say that it is more on the maintenance level; as opposed to having the resolution of an identity crisis or some other basic personality problem as his goal. I believe that the advisor's counseling role is primarily to help students deal with the immediate kinds of frustration which they encounter in their day to day lives and to go on and succeed in spite of these things. We all know that life can be a real bitch, and that sometimes it helps to have someone who will listen and or react to one of our problems without trying to do brain surgery on us. As that sentence suggests, I see three basic phases to our "counseling techniques." One is to listen only. One is to react only. One is to listen and react. Obviously there are times when a student needs to talk or blow off some steam. He doesn't want to hear anything in return because he already knows what he should have done or should do. Or he just feels the need to share a personal experience or frustration with someone. There are other times when a student needs someone to kick him in the rear. He blew something bad and he knows it, but he just needs to hear someone else say "you really screwed that up." Or a student comes in languishing tons of self-pity on himself in the form of glorious rationalizations that you and he both know are bullshit. At that point you can say "that's bullshit, you just plain screwed up" and he will say, "yea" and feel better and go out and get to work. Simplistic, yes. But that's the way it works sometimes. There are other times when a student has something that really needs explaining and that he wants some sound feedback on. Listen good, and require that he explain clearly and in detail; then play it straight and tell him what you really think. There are some guidelines I use in attempting to play the counseling role successfully.

1. Communicate a sincere interest in each individual everytime you see him. 2. Listen to what he has to say and observe who he is with and what he is doing; so that you know something about him. 3. Live out your own beliefs and identity; so that everyone knows that you are for real. 4. Know what you are doing and why you are doing it; so that people have confidence in you. 5. Be willing to learn and be open to new ideas and ways of doing things. Come to think of it, these really aren't guidelines I use to play the counseling role at all. These are just the basic patterns of behavior in which I believe.

There are some additional things which need to be mentioned regarding counseling situations in student activities programs. One is that occasionally you are confronted with a serious situation which requires skilled counseling treatment. A course or two in counseling theory or some self-study on counseling techniques can be very helpful in handling the situation until referral to the counseling staff or mental health authorities is possible. I personally don't see serious problems in counseling as being part of the role of the activities advisor. There are two reasons for my views on this. First, most of us don't have the skill necessary to handle serious emotional problems on a treatment basis. Second, most of us don't have the time to devote to this kind of situation. That may sound crass, but there is a division of labor in student personnel services because there are a number of jobs to do and only a certain number of people to do them. Specialization is more efficient. Our job is to see that a program is produced, and that students learn while producing it. I am just as concerned about people as you are, but I also believe that we have a pretty clearly defined responsibility which we must accomplish before attempting to also take on someone else's job.

One of the reasons I wanted to emphasize the previous point concerning the limitations on our counseling role is that I see an interesting new trend in student involvement. We at K.S.U. are getting more and more students applying for positions or joining groups and organizations who are doing so primarily to find a group counseling experience. It seems to me that we are functioning in sort of a "T-group" syndrome in our society (ex. "Bob, Carol, Ted and Alice"), especially on our college campuses. Many students now seem to actively seek out and join organizations in a conscious effort to have a "group experience"; either because of a legitimate need or as a form of recreation. Also, traditionally most students have gotten involved to display their talents, or to develop their leadership abilities, or to learn more about something, or to get an activity on their transcript. Traditionally the union program council or other organizations did not provide the primary group identity for the students involved. The sorority, fraternity, residence hall or some other living unit was the primary identity group for the student during his college years. That seems to be changing now however. More and more it seems that students are turning to action-oriented groups, like union program councils, as the setting in which to establish their basic identity. These action oriented groups seem to provide an opportunity for students to test, by actually acting out or programming, beliefs and behavior patterns; and in which to receive "sheltered or compassionate feedback. It seems to me what this means for the counseling role of the activities advisor is that more and more we will be called upon to deal with personality problems resulting from identity crises or insecurities resulting from challenges to basic beliefs and behavior patterns. For example, real problems result when some members of an organization are using it as their primary identity group while others are involved for more traditional reasons. Frankly I am not sure that there exists an answer for this situation yet. Time, a lot of frank discussion, sensitivity by the advisor as to "where everyone is" at all times, and the involvement of a professional group counselor are the things we at K.S.U. are using in an attempt to deal with this situation. Awareness and early diagnosis are important.

The point I started to make in bringing all of this up is that unless we are very careful our union program councils can become therapy or counseling groups and the activities program will fall by the wayside. Our reason for being is the program. At some point you, as the advisor, may have to make a judgement which pits the interest of the program against the needs of an individual. Where do you stand? Better think about it! This is just one more reason why the college union is a profession, and being a good advisor is an art.

The third basic role which I refer to when thinking about being an advisor is that of friend. This role of being a friend may not be necessary. It may just be a personal thing of mine. Anyway, I'll mention it and let you make your own decision.

I find that I have a much easier time working with people who I consider to be my friends. I find that if a person is important enough to me to be my friend, I don't have any problem treating him as a human being rather than as an object. With the press of time and responsibilities, and given the fact that people don't always treat you with respect or understanding, it can be very easy to fall into the people as objects syndrome. Posters need to get put up, students put up posters; therefore students are tools for putting up posters (selling tickets, being ushers, etc.).

One of my personal goals is to consider all people as friends'

Peace, friend!

Research—Descriptive Methods For Everyday Programming

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Part One - AN OVERVIEW

- I. Why Be Concerned With Research in Union Programming?
  - A. PLANNING AND INVOLVEMENT
    - 1. Some program studies may lead to better planning and, hence better programs in the future.
    - 2. Certain studies may help to reach students not being reached.
    - 3. With some assistance student members of board may become involved in research.
    - 4. Research may be used for experimental programs and for attempting new activities.
    - 5. Research may help to bring program departments into a closer relationship with other departments of the union.
  - B. EVALUATION OF PROGRAMS
    - 1. It may be possible to eliminate irrelevant programs through objective evaluation.
    - 2. Evaluation is a valuable tool for assessing not only an event but the committee work leading up to the event.
    - 3. Evaluation may assist in critical observation of all aspects of an event by students -- not merely attendance figures.
    - 4. Evaluation may give programming better records for later comparison.
- II. Types of Descriptive Studies for Program Use (Fact gathering, tabulation and interpretation are involved).
  - 1. SURVEY - It is extensive. Describes and interprets.
    - a. May be concerned with:
      - - Practices that prevail
      - - Processes
      - - Beliefs
      - - Above factors may be combined with contrast and comparison.
    - b. The questionnaire is usually used as a tool for survey work.
  - 2. CASE STUDY - It is intensive. Analize a single case or problem.
    - a. May be particularly useful for training purposes.
    - b. May deal with causal relationships. Factors associated with occurrences, conditions or types of behavior.
  - 3. CONTENT OR DOCUMENT ANALYSIS - Deals with systematic examination of records as sources of data.
    - a. May describe prevailing practices.
    - b. May discover relative importance and/or interest of certain activities.
    - c. Sets of documents may be used for comparison. (A useful tool is knowing where sources for content analysis may be found.

Part Two - WHAT CAN BE RESEARCHED?

INTRODUCTION - The following material is designed to stimulate thought about gathering program data through research. Various general categories are listed and from these generalities specific projects may be formulated.

A. Union Boards and Committees
   Examples
   1. Are certain leadership training techniques more effective than others?
   2. What kinds of experiences do members of boards expect to gain from their service?

B. Program Staffs and Students
   Examples
   1. What types of responsibilities do staff members have in planning events?
   2. Do students want responsibilities in unions other than program involvement?

C. Activities and Events
   Examples
   1. What are the trends of interest in various categories of programs such as cultural activities or social issues?

D. Publicity and Public Relations
   Examples
   1. Should one "publicity area" or committee have the responsibility for all publicity emanating from an activities or program board?
   2. What techniques are effective for certain groups, i.e. commuting students, residence halls students.

E. Finances and Budget
   Examples
   1. Is there a trend toward financially compensating student board members?

Part Three - RESOURCES AND THE QUESTIONNAIRE
- Where to Find Program Data
- The Preparing and Administering a Questionnaire

I. Sources of information which may be helpful for program studies, comparisons and descriptions.
   A. ACU-I Sources
      1. See Part IV, "Programs of the College Union" in Annotated Bibliography of the College Union. Ernest Martin Christensen, published by ACU-I, 1967.
      2. For a comparative study of 1951 program styles in contrast to 1965 styles- "A Model Union Program - 1965 Style." Chester A. Berry, College Unions - 1965, ACU-I, 1965.
      3. A good source is These Are Our Best. Evan Stevenson, editor, ACU-I, 1965.
      4. The Bulletin of the ACU-I
      5. Check the Proceedings of the annual conferences of ACU-I for many aids.
      6. Materials of various Regional meetings.
      7. Review of the ACU-I Monographs and other publications by the Association.
      8. Various brochures and pamphlets from other unions are sometimes helpful.
   B. Your own "Building Sources"
      1. Annual reports
      2. Financial reports
      3. Daily operational reports
      4. Event evaluations (keeping in mind the objectivity - or non-objectivity of such reports).
      5. Minutes of boards and committees.
      6. Staff meeting notes.
   C. Campus-wide Sources
      1. Newspaper
      2. Yearbook
      3. Materials from the registrar
      4. Histories of your institution.
   D. Special Methods
      1. "Correspondence Survey." Take one specific question and write to 6 or 7 other unions inquiring about their experience with the problem.
      2. "Telephone Survey." Call various unions and gather facts and reactions about a question.

II. THE QUESTIONNAIRE - CHARACTERISTICS AND COMMON SENSE.
(Adapted from "We Need to Know," Anthony Codding, Proceedings of the Porter Butts Conference, 1970 and Research in Education. John W. Best, Prentice-Hall, Inc., 1963).
   1. Unless the researcher knows exactly what he or she wants, it is unlikely that the right questions will be asked or that the questions will be phrased properly.
   2. Defining and qualifying terms is helpful.
   3. Beware of double negatives, e.g. "Federal aid should not be granted to those states in which education is not equal regardless of race, creed, etc."

4. Avoid two questions in one item, e.g. "Do you think that the commuting student would attend dances and movies on Friday nights."
5. Directions should be brief but in some cases an example of how to respond to a certain section may prove helpful.
6. If possible, precode items for machine tabulation.
7. A pilot study, or trial run, of the final version of the questionnaire is an absolute must.
8. Questions should be objective with no hints or leading suggestions.
9. Get all of the expert help that you can in planning and constructing the instrument.
10. Include a courteous and carefully worded cover letter to explain the purpose of the study.
11. If results of the study are promised to the respondents be certain that the promise is fulfilled.

Structure Of Union Boards

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On every campus across the nation there is a group of students who have accepted the responsibility for major program events for the campus. This group, whether annointed, appointed or elected is usually a small group of hard-working students meeting their goals to varying degrees of success.

In potential, this group has greater possibilities than any other organization on campus. This group should have the broadest-based appeal and can do the most for its school. If the union board at your school is not coming close to this goal, then it is the time to re-examine its role and structure and to make it a more viable organization.

For clarity, a distinction is made between a student program board and union policy board. A brief word is in order, at this time, about the "Policy Board". Its importance cannot be understated. Comprised of day, evening and graduate students, university administrators, teaching faculty, alumni and union professional staff, this board should have a major role in preparing and approving major building policy. Working with the business office, this committee, and its student members in particular, should decide upon the nature of fees and taxes levied upon the students for the mortgage or the operation of the building. This board should also meet to hear suggestions and complaints of their constituents on any matter concerning the building. It is, I maintain a very easy thing to stack a policy board to meet the needs of the union director or the university. Circumventing the students, on an issue of major importance, cannot in the long run help meet the needs of the University.

The remainder of this paper is an examination of the major areas involved in the structure of union boards. I have attempted, non-objectively, to examine the good points and bad points of union boards. I surveyed thirty schools, of all types, to get a feel for what other schools are doing. Many ideas and concepts, suggested in those responses, are included. The only constant in working with union boards, is the realization that every school is unique. The ideas and concepts herein, should be altered in any way necessary to suit the needs of the union board at your school. Chances are slim, but perhaps no work need be done to the existing body. Perhaps it is time to decapitate existing structures and start again. Or, thirdly, certain weak areas need healthy cutting and a little plastic surgery.

Whatever the needs are for the union board at your school, it is hoped that this project will be the catalyst in your thinking process and aid in making the union board the most viable -- most important organization on your campus.

COMMITTEES

Typical Structure: The committee structure is the life blood of most campus union boards. There are executive committees, social committees, program committees, etc. ad infinitum ad nauseum. People don't work save for committees. If a board, using the committee system, is to be effective, its committees must function effectively. A committee which cannot see the fruit of its labors will become quickly frustrated and will usually have a rapid fire turnover rate.

Traditional ACU-I committee titles e.g. cultural, social, recreational, etc. are meaningless. Is a square dance social or recreational? There is a constant overlapping of jurisdiction and a rivalry between those who should be working together. This system also provides two orphan committees, to muddle the organization. The publicity committee does 75% of all work, receiving none of the credit -- a prime example of the committee which can't see the fruits of its labors. The other bastard son is the Personnel committee. This "prestigious" group is active only twice each year (beginning of each semester) and should be disbanded. The entire organization should be personnel oriented in recruiting new members and revitalizing used ones. Records, applications, class schedules, etc. can all be kept and filed by a secretary.

Specific Interest Committees: One committee for each type of program: coffee house, lecture series, concert, etc. This method provides good specialists but is lacking in general educational value for all members. This method also tends to stagnate the committees, choking off new ideas. The typical result is all folk singers in the coffee house, all acid-rock concerts, all leftist speakers, etc.

A New Concept: All generalists and no specialists. A pool of labor drawing from an unending source. As an event arises, a committee is formed. Those interested volunteer for the project. Group leadership can be rotated. With this team management approach, a committee is comprised of a publicity man, a set-up man, a ticket sales man, etc. Now a student is not just making posters, but is in charge of the publicity campaign for an entire event. Students can work on something different each time. What you lack in experience and knowledge you can make up in creativity and educated students. Impossible for on-going projects like the Coffee House? Just try it. Let a different group try it each month. Watch friendly competition that can only benefit the total program.

No Committees At All: If a student group (group of students) want a function they ask an executive board for funds. No centrally planned programs. Provides the financial capability for all students to program for their specific needs. It does, however, have students putting $ values on the ideas of other students. An equitable executive committee is essential.

Ideal: Whatever seems to work best at the time. Could be a combination of the best of all. Must have built in flexibility. Perhaps, committees for on-going events, an open-ended committee for new and exciting ideas, and funds available to others for extra programming.

MEETINGS

General Meetings; Meetings are the arms and legs of an organization. They set the tone of the organization and either make it thrive or wet blanket the entire operation. It is my opinion that meetings should be brief, fun to attend and as direct as possible. A meeting bogged down in parliamentary mud, personality clashes, or petty politics will dismember the organization. Meeting must start on time be mercifully brief, and end on or before the appointed time. Sure cure for the long-winded. Hold your next meeting standing. Fun at first, but guaranteed to limit all unnecessary chatter. Try it for the executive committee meeting.

Task Orientated Meetings: Meetings with jobs to do will add to the life organization. Compare a meeting where the executive board advises the serfs about upcoming programs, with a meeting to decide who will play at the next concert. Brainstorming - new ideas - exciting meetings.

UNION BOARD MEMBERSHIP

Representative: Each of the major units on campus provide representation to the union board. Different schools use representatives from each academic class, or fraternities and sororities, or one rep per 100 students in the dormitory, etc. Difficult to maintain interest or attendance.

Voluntary: Membership is open to all who care to work and spend time with the organization. A strong membership drive aimed at each in-coming class usually provides a nucleus for operation. Each member attempts to involve his friends and the possibility of a small, closed group increases. This, in turn, can result in a singularity in purpose, and singularity in taste.

Ideal: A combination of the best aspects of both methods. A close association with major campus organizations is a necessity. This provides a continuous communications link, assists in all publicity, and avoids conflicting events. Unfortunately, the representatives are usually not the work force. Volunteers will work twice as hard in their area of interest.

FUNDING

Direct Taxation (Student Activities Fee): Usually the most lucrative source of funds. It provides complete control and autonomy. It permits all students not happy with programs and events to request, albeit demand, a monetary refund. These are the people, usually evening and older students, that are not being serviced and who perhaps should get their money back!

Student Government Fees: Each year the hassle with the tight-fisted government people. We jack up our budget so they can cut it back. Continual game of cat 'n mouse. This does, however, leave the decision for the allocation of funds where it belongs, with the students. Leaves the union board open to a cutback in funds but this rarely, if ever, happens.

No Fees: Charging for each event to make the people who participate pay for it. Sounds democratic, but in reality is stifling to educational process. No chance to be creative. Events can only be run if profitable. Leads to years and years of outdated homecomings and skit nights.

Ideal: The most important factor is not where the money comes from but rather who handles it. Decision for a fee, its collection, and disbursal should rest with the students. Direct fees or student government allotment is immaterial if it is done fairly and if after the allotment is made there is no recall of funds.

If a program is aimed at a special segment of the population they should share in the expenses with a nominal admission price.

The student activities fee should be totally expended each year. A backlog of these fees is nothing short of stealing. The board should encourage as many free or lost cost events as possible.

ELECTION OF OFFICERS

Internally: In the Spring of each year the Union Board breaks into several camps with the politicos on all sides maneuvering, logrolling and promising. The election is held, sore wounds heal, and its business as usual. A particularly hard fought election may have serious effects for the entire next year.

Campus-Wide: Similar to all other campus elections, a poor response with 10%-20% voting, a popularity poll with no real platforms or choices, and more importantly no idea what any position really means anyway. Result is usually a very popular, non-working executive board.

Appointed: Becomes the political football of student government with patronage assignment of key positions. May yield qualified people but this takes initiative and drive from the organization, knowing that the only way to reach the top is to know the student government head. Also leads to an unholy alliance and dependency on government structure.

Ideal: Internal election of executive board. Nominations and elections one week apart, in late spring, to avoid costly campaign. Committee chairman should be chosen by committee whenever necessary. Executive committee should require a certain amount of in-service time.

SELF-EVALUATION

Any structure that perpetuates itself soon loses its relevance toward students. A structure needs to be flexible enough to reject and create new ways to operate. A continued evaluation of all aspects is a necessity. Once, perhaps each semester the executive board, including committee chairman, should be sequestered somewhere off campus to carefully review goals, directions, etc. It is difficult for people to be objective about pet projects. Everyone must help. Just because homecoming has been with us since the year one, and the alumni use it for an annual nostalgia weekend, is no good reason to continue it if students could care less. This does not mean change, alter or remodel it, but do away with it altogether. Union Boards seem to have a ceiling on the number of events they can and will present. Factors controlling the ceiling include working numbers, available space, budgets, etc. All of these affect the number of programs possible. Each school will be different, but from year to year a given union board will present approximately the same number of major programs. Given this proposition, a certain number of programs must die each year to make way for exciting innovative ideas.

Perhaps the most difficult thing for a student organization is self-evaluation. It is, however, of inestimable value. Evaluation of programs must be done very carefully. It is not acceptable for all events to be judged in terms of attendance or gate receipts. Educational value, audience reception and needs of students must all be taken into consideration when evaluating success or failure of events. All too often we let $ value ruin our good judgement.

CONCLUSION

In the final analysis, the worth of the college union board shall be determined by the people it serves and the people it doesn't serve. I have indicated that the union board can be the most important student organization on campus. Most often, unfortunately, this is far from the case. Roles, goals, values, and structures must be re-examined to meet the campus of the Seventies. Can a Union Board dare to be apolitical, and not take a stand? Has the Union Board attempted to react to the change in students on campus? All too often, the answers to these and many other questions can only be met with silence.

The Indoor Recreation Program

JERALD M. MOCK
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Kansas State University

THE INDOOR RECREATION PROGRAM

In discussing the indoor recreation program, I want to limit that discussion, for the most part, to staffing, control, and finally, promotion of facilities within the union. Our discussion will touch heavily on specific areas such as bowling, billiards, table tennis, and table games but I would like you to keep in mind that we are not totally limited to these specific areas in our discussion.

I would, however, like to add one severe limitation to our list and that is profit. I know profit is a dirty word in many circles but just for a moment, let's think dirty. We want to think and talk about recreation within our buildings as being a financial asset. We would like to believe that in some unions where recreation facilities are abundant, income is so important you find yourself depending on the profits from the area to cover the cost of many services that the union must provide in its day-to-day operations.

You may say that is a lot to ask, but isn't it true as we grow we are being asked to provide more and more services that cost money but produce little or no income. Isn't it also true that as our respective colleges and universities grow, we are being asked to program more and more outside the union where, at best, we hope to break even. It follows that as we program outside the union we are drawing people from our buildings which might ordinarily help with the financial success of the overall operation.

Now I am not going to sit here and try to tell you that we should not program outside the confines of our buildings. I simply want to emphasize that a balance must exist between the two areas of recreation. We must develop activities to bring the university community inside the building for a part of their recreational activities. We must formulate concrete plans for paying the bill on the fine facilities we have so generously constructed.

We all know this is many times easier said than done. The day has come and gone when indoor recreation programs and facilities have the power to draw people by just opening the doors. Even though we sit in the middle of a captive audience, we are finding ourselves in the midst of a very competitive market. Although the population of the leisure time dollar is more abundant than ever before in our history, we find that it is very selective in the activity it is going to secure. So then our problem boils down to being competitive and developing programs and activities that will lure the leisure dollar into our camp. He is a crafty prey and must be stalked with the greatest of care. It behooves us to secure the greatest of all hunters and arm him with the finest lures money can buy. The difficulty at this point is to choose the right hunter for the job. It becomes even more difficult to teach our hunter of the crafty ways of the leisure time dollar and develop through him the spirit of change and innovation that makes recreation a cooperative factor with study in education.

Webster defines recreation as a "refreshing of strength or spirits after work or anxiety". Then doesn't it follow that in our planning we should take into account those periods when people are looking for a refresher before the onslaught of another round of problems. It then becomes our problem to provide the necessary people, facilities, and activity to meet the need.

With this in mind let's point our attention for a moment to the union with recreation facilities and more specifically at the people who must plan and promote its activities. We'll further assume in our example the person in charge of the facilities is to have the title of Recreation Manager and will be a full-time member of our staff.

We all know that as we search for the right man it is imperative that we set general guides this individual must fit into. To follow, I have listed eight facets of desirability which I feel our manager must possess. In our discussion you may want to add others.

1. DRIVE, or the ability to get himself and others moving.
2. SKILL, or knowledge based on experience.
3. IMAGINATION, or new ideas which come to him which he isn't afraid to express.
4. CURIOSITY, or a questioning attitude.
5. ACTION, or the ability to move on problems and make decisions.
6. PERSONALITY, or the ability to get along well with workers with whom he spends a good part of his waking hours.

7. PERSUASION, or the ability to sell ideas, services, products or himself.

8. BRAINS: Brainpower is crucial in order to compete.

A recreation manager, like any other manager, must develop the basic skills of working with people in order that he might begin to build a recreation program. Indoor recreation requires that personal touch of professionalism to be a success. In many cases, we are asking the customer to participate on a regular basis making it important that he know he can depend on the friendly hand of the employees within your recreation center. It must ultimately start with the recreation manager.

For a part of our discussion, I would like you to give some thought as to how much time your recreation manager has to do the important items like public relations, planning of new programs, and developing ways for promotion of new programs. Is it possible that you have saddled this individual with such a tight budget, that he is required to do machine maintenance, lane maintenance, counter work, etc. --- all items that keep him from running a business efficiently and effectively. I would also like to spend some time in discussion of the possible ways of staffing a recreation center referring to the number of employees, student vs. full time, etc.

In the staffing of a recreation center there are generally two schools of thought. One holds that it is better to have all full-time personnel and use part time, or temporary help when needed. The other school holds that it is better to have a small group of full-time personnel, a larger group of part time personnel and to hire temporary help when required.

I would tend toward the second school of thought, for with the wise use of work-study students we can cut costs substantially on the labor front. We also find as we move into vacation periods our labor force can shrink sufficiently with the drop in business.

Another factor to consider in making staffing decisions is the layout of your area. This is particularly important when you are remodeling or building a new recreation area. For instance, by relocating your counter, a counterman may also handle billiards which is an important step in solving those dual staffing problems.

Naturally, one important consideration in staffing is the hours you plan to be open for business. Many times we see the recreation area being forced to follow the same basic hours as the rest of the building. Let me remind you that recreation hours must fit the need of the university community and not the desires of your employees to be at home in the easy-chair. Along the same line many unions have discovered that weekend recreation can be big business providing the hours are set to allow for maximum use of facilities. In many cases we find these same unions curtailing all other activities and hours but allowing recreation to function for those people who cannot find time to recreate during the work week. So a situation where you can operate the recreation area while the remainder of the union closes is not only desirable but can be very profitable and warrants some looking into. I am sure you may be able to think of other examples, just remember all it takes is proper planning and an understanding of what you are trying to do in the personnel area.

As for budget, that's almost self-explanatory. General experience shows that advertising and promotional effort pays off. It also tells us that without tight control of expenditures in this area a center can overspend or, equally dangerous, spend ineffectively.

In establishing a sales, advertising and promotion plan we usually take the following into consideration.

SALES PLANNING

In bowling for example, create a map of your market or sales territory. List all the potential league sources...both those you have sold in the past and those you haven't. List fraternities, sororities, dormitories, and campus organizations that haven't established leagues, but could.

Establish a selling timetable giving priority to those league sources where the maximum sales can be made fastest and earliest. Establish a sales rational for your center. Make certain that everyone assigned to selling understands what the sales pitch is and how to use it.

The importance of face-to-face selling cannot be overstated. Whoever is responsible for league solicitation must spend a good portion of time outside the center. This is a priority activity. If the outside sales calls are interfered with by other duties, shift these duties to make selling time available.

You will also find telephone solicitation most successful, both to establish selling appointments and to sell. Part of your plan should incorporate a telephone solicitation technique. It's a good use of personnel during slack periods.

SALES TRAINING

"Everyone a salesman" is an important concept. Train all your people...countermen, recreation committee, as well as management people.,.to sell recreation and your area in their non-business contacts as well as in the work situation. Your training plan should be simple, yet constant. Teach them the "right" answers to the common questions they may be asked. Make certain that the image they project of your program is the one you want projected.

PROMOTION

There is a wealth of proven promotion that you can build into your selling effort. Learn to bowl programs aimed at faculty, organized table games, special summer events, dorm nights, fraternity vs. sorority table tennis tournaments. Try some new promotion ideas, the college campus is a great place to find fun ideas, like a miniskirt billiard tournament. You might be surprised at the number of people you would draw.

Finally, don't forget to promote your center as an ideal place to hold departmental get-togethers. It's not a bad idea to promote recreation socials for living groups. You might find keg parties are not the only thing they like to take part in.

ADVERTISING

First, make certain you allocate a reasonable and realistic budget for this purpose. Try to establish programs for traffic building that can give you traceable results. Talk to campus journalism faculty and students, many times they can help you select the best media and create productive advertising.

Don't forget your in-center advertising: PA announcements, signn, counter cards, table cards, concourse canvassing. Once people are in your building you have many opportunities to show them the programs and services you have to offer.

On campus experience proves that miscellaneous campus advertising is effective when properly planned. Here we include bulletin board posting in organized housing, dormitories, campus church centers as well as academic buildings.

In bowling for instance, consider giveaway remembrance items: Christmas cards to your regulars and VIP's. Direct mail contact with league sources, league secretaries, individual league and open bowlers can be productive. This requires a mailing list. Plan on building one and keep it up-to-date. It will be worth its weight in gold.

PUBLIC RELATIONS

Your market consists of many publics: students, faculty, staff and campus officials. Plan to get to know them. If you don't know the sports writers on your campus newspaper, the entertainment and recreation editors, local campus leaders, you should. Make it part of your plan. How many campus organizations do your student employees and recreation committee people belong to? Remember, everyone is a salesman, and people like to do business with friends. Publicity is a strong part of public relations; if you have publicizable activities be sure that the campus paper is informed. It's as simple as calling the editor to let him know when the mini-skirt tournament is being held and procedures involved for entry. Make certain that this type of public relations is a written part of your plan and automatically followed through.

Have I talked too commercially for you? Well, I hope not. My intent here was to inject commercialism to stimulate some ideas for discussion. I think however, we must all admit there must be some commercialism in order to pay for the facilities, services, and programs we are presently providing our university community.

Sport Club Programming

RICHARD F. MULL
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In presenting this paper, I feel it is important to identify the topic of club sports or sport clubs, however they may be referred to on a given campus. It immediately comes to mind that some students organize because of an interest resulting from a sport speciality. They do this with the intention to promote and develop within their environment what they feel is necessary to meet their needs. The significant factor in sport clubs is the student's self-directed involvement and his attempt to organize. A club is made up of individuals possessing great motor ability seeking greater meaning, opportunities and recognition.

Those clubs that are highly organized usually engage in both intramural and extramural competition and enjoy fellowship and sociability that accompanies such participation. Other benefits that are usually available to sport clubs are: facilities for practice and meetings, equipment, administrative interest and possible financial support.

Once a sport club becomes recognized by the institution (which is no longer necessary at many institutions), its operation becomes the administration and supervision of its sport. Both the institution and the organization have certain responsibilities. The organization has the responsibility to: live up to its written constitution, support elected officers, promote membership, involve faculty advisor, honor established dues schedule, maintain check on various officers and committee efforts, and establish calendar of events. The club also has responsibilities to meet at regularly scheduled practice sessions, to meet regularly for business meetings, to budget and maintain stable financial status and to provide for club continuity. It is the institution's responsibility to allow for such interest groups to become organized and operational, providing sincere interest, attention and cooperation. Within this framework of sport club operation, the individual members usually have unlimited opportunities to become directly or indirectly involved in a meaningful contribution to campus life.

With this abbreviated concept of sport club operations, I would like to discuss an example of a recreational club system which obviously will be the one with which I work at West Virginia University. Reference must be made to the other programs that are closely related to sport clubs that make the club system functional and meaningful.

Traditionally, most special interest or sport clubs at West Virginia University found it difficult to exist. The various organizational entities on our campus (e.g. residence halls, school of physical education, athletics and college union) that were responsible for sport club programs found it difficult to meet the clubs' many needs and interests. The problem basically revolved around limited budget allocations, duplication of efforts, contradicting philosophies, and limited coordination continuity, and recognition within or between the organizations. There seemed to be no effective way to bring about change or the introduction of new ideas and programs. These difficulties indicated a lack of interest or emphasis in the sport club concept.

In mentioning these problems, it must be pointed out that the organizations I refer to could not be charged with negligence, because they were not primarily concerned with sport club operations. Residence hall operations are mainly concerned with room, board, and discipline problems. The school of physical education considers itself an academic discipline, giving low priority to non-academic programs. The athletic department is primarily concerned with recruiting and developing highly skilled athletes and with the promotion of athletic events. The college union found itself mainly concerned with food service, building operations and campus programming. With this type of atmosphere, sport clubs naturally found themselves very often striving just to survive. In most cases, they simply expired.

It was not just the sport clubs that found it difficult to exist or make a meaningful contribution to the campus, but also programs such as men's and women's intramurals, unstructured activities, special social and cultural events, games area programs, resident hall programs, and recreation programs. After much analysis and deliberation it was concluded that something had to be done to better serve the leisure time recreational needs and interests of students at West Virginia University.

A new organizational approach through the Dean of Students office created the University Programming Division under the auspices of an Associate Dean of the Students. Basically, its organizational structure and operation assures involvement in all university social, cultural, and recreation-intramural programming. The programs are supported by a student fee that is solely designated to provide students with leisure time programs that will meet their needs and interests. The primary advantage to such a programming system is that administrative emphasis, attention, and major concern are placed on programming.

My primary responsibility is to direct a coordinated and cooperative staff-student effort between the various areas in recreation-intramural programming: men's intramurals, women's intramurals, co-rec intramurals, unstructured activities, recreational club programs, extramural programs, games area programs, and various areas special events. With a centralized operation and budget in recreation-intramural programming, we are potentially able to meet all the needs and interests of the students in each area. Each area has operated as a system that is independent as well as dependent of these different program areas that are within the total system.

Of course, this programming effort does not just come about. Each area has a staff person or a graduate student (coordinator) that provides the necessary leadership. These positions are paralleled by a student that is equally concerned with the particular areas. Budgets are discussed, determined and distributed in cooperation with student government. This organizational approach works in conjunction with students and is not seen as competition, bringing about those programs that are in the best interest of the student.

In the administration, organization, supervision, and operation of the program, the students form a Student Recreation-Intramural Committee which is advised by a staff person. This committee is the operational core of the entire program. On the committee are student representatives from the various areas within the total system. The staff coordinators can only influence operations through student representatives. Each staff person and his student co-workers represent: men's intramural managers, women's intramural managers, recreational clubs, and games area programs. With this organizational approach, recreation-intramural programming at West Virginia University has improved immensely this past year.

All the clubs that choose to participate are represented on the Recreation-Intramural Committee by the student chairman of the Recreation Club's Presidents Council which is the core of the entire club system. At council meetings, they discuss various events, and develop those policies that will govern all clubs. This approach has proved to be very significant in establishing a club system that is presently making a meaningful contribution to campus life.

A policy governing financial support to recreational clubs was established to involve clubs in such a way that the campus would benefit as well as the clubs. This approach provides us with a more stable basis for budgeting the club system. All financial support requests go to the Student Recreation-Intramural Committee where they are accepted or rejected. Requests are usually accepted as long as the policy requirements are met and budget allows. The policy is as follows:

I. Financial support can only be requested by those recreational clubs that are recognized by West Virginia University.

II. A request for financial support must be submitted at least one month in advance of date money is needed. All requests will be reviewed by the Student Recreation-Intramural Committee.

III. A recreational club must justify the request for financial support as well as provide an itemization of anticipated expenditures.

IV. It is required that clubs fall into one of two categories and that they be active in the university community according to the following:

A. Those clubs recognized by the Student Recreation-Intramural Committee as being non-competitive in nature will meet the following requirements;

1. Provide instructional programs for student faculty and staff.
2. Provide at least one special event per year that is directed toward the entire campus.
3. Promote campus wide club membership.

B. Those clubs recognized by the Student Recreation-Intramural Committee as being competitive in nature will meet the following requirements:

1. Provide instructional programs for students, faculty and staff.
2. Provide at least one university wide tournament per year scheduled with the Recreation-Intramural Department.
3. Promote campus wide club membership.

V. A recreational club must agree to provide a report (evaluation) regarding the event for which funds were provided. This evaluation must be turned in no later than one week after the event.

VI. The president of a recreational club must be an active member of the Student Recreational Club President's Council.

VII. A recreational club must conduct at least one formal meeting per month from which the minutes of the meeting are to be made available to the chairman of the Student Recreation-Intramural Committee, Recreation Coordinator, and the Director of Recreation Intramural Activities. The minutes are to be typed and signed by the secretary.

VIII. A club must be able to exhibit a stable financial system which has been examined by the Recreation Coordinato

This policy has made it possible for clubs to feel greater involvement in demonstrating their expertise. Clubs are able to get involved in such a way that the entire university community may benefit. The clubs are able to make requests for financial support adding meaning to the transaction of funds.

The sport clubs may provide assistance to the men's and women's intramural programs in planning and conducting tournaments. This year our first campus wide judo tournament and our first campus wide ski tournament were offered. Without the help of the clubs, intramurals would have found it very difficult to conduct such tournaments. Sport clubs can also sponsor special events such as a professional exhibition. From such a program, greater appreciation and understanding can be derived. In both approaches, it is the clubs responsibility to work out all the details revolving around the tournament or special event.

In conclusion, I feel West Virginia University has truly established a system that represents programming in the fullest since of the word. It is a plan for the entire campus, providing a service and convenience that college people need for getting to know and understand one another. The approach assists in the total education of the individual, through informal associations outside the classroom. It is a system that serves as a "laboratory" in the preparation of students for today's world. All phases of operation encourage cooperation and efficiency. Only through an approach of this nature is it possible for sport clubs to exist and prosper.

Introduction And Orientation To College Outdoor Programs

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TORRENTS OF RAIN, WET SNOW AT HIGHER ELEVATIONS, HIGH WINDS, LOW VISIBILITY AT THE COAST AND IN THE MOUNTAINS, AND ABSOLUTELY NO SUNSHINE SINCE JANUARY --- But, even with these undesirable conditions more than fifty outdoor wilderness excursions left from the University of Oregon this winter quarter to participate in wilderness activities.

Why do they do it? Are they all masochists? What possible pleasure can a dozen people get out of cross-country skiing in a downpour, or sleeping in a wet snow cave?

This paper will not answer these questions nor would you understand this phenomenon if you read a book on the subject. Furthermore, lectures by experts may be exciting and informative but, the motivations of participants are not well understood.

I am absolutely sure that ACU-I personnel will never have a clear idea of the motivations of outdoor program participants, nor will they be adequate program developers unless they participate actively in a program over an extended period of time.

This summer, 1971, (the weather has to get better) several outdoor program groups are cooperating to publish a calendar-brochure of extended outdoor-wilderness excursions which are open to the general public. These excursions will be low-cost (participants will share in the actual costs) and will feature learning situations where independence is encouraged. These calendar-brochures should be finished by May 1.

This short paper is an open invitation to ACU-I personnel to participate in one or more of the excursions to be offered. At any time during the summer you may choose a trip, an outdoor program, and/or an outdoor program coordinator that you want to know about. (Please feel free to choose more than one.) If you are so inclined, you can help plan the outings, spend time at the school or schools, talk extensively to participants and leaders, and actually participate in one or more outings. If you choose the schools, the trips, and the coordinators, and if you ask questions, you will learn about those specific topics which interest you. This process will better enable you to apply the information at your own school.

From my point of view the above described learning situation is much better than a seminar taught at one school such as the University of Oregon. (However, one such three-credit, eight week seminar is being offered through the School of Community Services and Public Affairs during summer term. The title is: Organization and Administration of College Outdoor Programs.)

BRIEF DESCRIPTION OF THE SUMMER PROGRAM

You are undoubtedly aware that interest in wilderness activities has grown tremendously in the last few years. The recent focus on environmental problems has stimulated the American public to begin to look to nature for some visual, auditory and olfactory relief. Furthermore, we are seeing a phenomenon where some active American people are transferring their drives to release physical energy from the weekend spectator television "ball" games, to such year-round participatory wilderness activities as backpacking, mountain climbing, non-motorized boating (on lakes, rivers, and oceans), desert travel, etc.

It has been my experience that public schools and colleges seldom initiate wilderness or other nature or environmental education experiences for students. However, young people in this country are beginning to use the wild areas to expand their own personal experiences. Planning a nature trip, co-existing with variable weather conditions, viewing natural scenery, working together with one or more people, and making the day-to-day decisions in a wilderness (non-urban, non-mechanized, non-polluted) environment allows a person to know about himself and to feel successful as an individual in ways which the schools cannot approximate. As more and more youth experience this, they are more likely to experiment with this non-structured style of education.

We all are becoming aware, however, that at the same time, interest in outdoor-wilderness activities is growing, commercial outdoor programs are proliferating. Unfortunately, costs for hiring a guide to climb a major mountain or float a rough river are prohibitive for the great majority of the active wilderness-seeking people of America. Besides the exhorbitant prices, these guided trips often foster planning, leadership, and decision-making dependencies on the professional guide which few people actively seek.

Another form of commercial outdoor program comes in the guise of a "school", or non-profit organization. These groups often charge participant fees ranging from $10 to $25 per day and sometimes much more. Certainly there is a need for such commercial programs and they serve the needs of some of the outdoor enthusiasts.

TWO FEATURES WHICH MAKE MANY OF THESE PROGRAMS INEFFICIENT IN THE NEW WILDERNESS EXPERIENCE MOVEMENT ARE:

1. High cost - very few of the general citizenry can afford the costs of the types of commercial programs mentioned above. Public service programs, such as those which exist in colleges, cities and some high schools, are extremely low in cost. A group of self-initiating people, in this type of outdoor program, can eliminate guide fees, instructor wages, and high program administrative costs (as well as minimize food, transportation and equipment costs) if they have such resources as written guidelines and/or experienced persons available for consultation. Simple written guidelines (such as an equipment list and food suggestions), in addition to accurate maps of the terrain to be covered, may be all the information a group needs. It always helps, however, to have along a person who is somewhat experienced. This resource person may have previously been over the proposed route (or similar ones) and is, consequently, aware of some of the problems that may be encountered. Or, the same person may wish to expand his experiences to new locations. In this case, assuming that he (or she) will volunteer to share his or her enthusians and past experiences, the person can help other participants (with similar interests) engage in exciting learning experiences in the wilderness.

2. Make you learn - Young people in this country have been made to learn all of their educational lives. Public and private schools, as well as after school and summer programs, promise parents that they will cajole, coerce, reinforce, condition, and otherwise train their children to behave as society dictates. The children themselves, however, seldom choose their own learning experiences or their own learning environments.

(HAVE YOU EVER WONDERED WHY SO MANY YOUNG PEOPLE "DON'T LIKE SCHOOL?")

Many of the commercial outdoor programs offer the same type of structured "make you learn" experiences. Some programs promise to make a man out of a boy, or, failing that, they purport to "build his character." Many of these programs appear to teach very specific technical rock climbing or other unique and hard-to-learn skills. Many participants do not function well in the competitive atmosphere which exists when a peer group is learning a specific, technical and physical skill. However, when the concept being learned is of a personal and general nature, every participant can find success and enjoyment if the situation is not structured beyond his contemporary field of interest. Too often the leader of an outdoor group structures the learning experience around himself and his own personal interests. We have all seen a classroom teacher successfully achieve this, but only because he or she is the only interesting object in the room. In the wilderness, however, the participants continually switch focus to a large number of potentially interesting objects or concepts. When their interest is focused, they often want to stop to investigate, to wonder, and perhaps to ask questions. These situations may be termed "I am learning" experiences and are diametrically opposed to the "make you learn" situations.

The present interest in wilderness activities offer those of us who are interested a chance to initiate low cost, "I am learning", wilderness experiences which are not now readily available to the American public.

A PLAN

I propose that we (people who are involved in university, city, high school, or other outdoor programs) develop a publication which lists a number of outdoor activities available during the 1971 Summer and Fall, in which the general public may participate. For example, the University of Oregon, Idaho State University, Oregon State University, Portland State University and Western Washington State College, all have exciting outings planned which range throughout the western United States and Canada.

Students from all of these schools (as well as some high school students and townspeople from the cities in which the colleges function) would be potentially interested in participating in the wide range of wilderness activities available. (Backpacking, sailing, rock and snow mountaineering, boating on lakes and rivers, desert travel, wilderness exploration, and many others.) A few people from Idaho, Utah, and Oregon, who would like to see the North Cascades, may join people from Bellingham on a small group outing during July, or, a few people from Portland or Eugene may travel to the Salmon River with Idaho State University people during the first weeks of August. All of the potential participants must be able to view the range of possibilities. A calendar or brochure would accomplish this if it were widely distributed among the potential participants in your community.

The University of Oregon Outdoor Program, with some financial help, (perhaps from the Association of College Unions-International) will coordinate the trips, publish the calendar/brochure, and distribute copies to you before summer begins.

These trips will include the following concepts:

1. Low cost - This should include realistic food, transportation, and equipment expenses, but no salaries for trip leader. These should be excursions to places you (or the trip organizer) want to visit and where you wish to share experiences with others who have similar interests.
2. I am Learning - Each trip should be the type where participants can enjoy the autonomy of helping to make the many day-to-day decisions, feel free to ask questions, and engage in acts which might help him discover answers to these individual questions.

Trips are already scheduled to the following areas:

Bruneau River - Idaho
Salmon River - Idaho
Nation River - Canada
Teton National Park - Wyoming
Wind River Mountains - Wyoming
White Cloud Peaks - Idaho
Big Horn Crags - Idaho
Sierras - S. of Yosemite - California
City of Rock - Idaho
Selway Bitterroot - Idaho
North Cascades - Washington
Mt. Jefferson - Oregon
Wallowa Mountains - Oregon
Rogue River - Oregon
Three Sisters - Oregon
Boundary Waters Canoe Area - Minnesota-Canada

If this summer program is successful, we can expand it in coming years. I hope you feel free to make suggestions and contributions to this idea at any time.

The mailing of the calendar-brochure described above will occur about May 1,1971. You will receive a brochure as well as later information if you provide your address on one of the accompanying mail cards.

Creative Arts Resource Center

BRENTON H. STEELE
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It has been the aim of numerous college union personnel to gather and coordinate art information under one roof. And the 1971 National Association of College Unions-International conference presented this type of opportunity with the development of a Creative Arts Resource Center. When the panelists had been selected, some brainstorming occurred leading to the foundation and interior design of this Resource Center. However, this design had to be refined and studied to accomplish the desired effect.

Important to the development of this Center was the incorporation of as many art resources, materials, exhibits and art happenings as possible without turning the Center into a menagerie or a circus. Thus, the panelists first turned to what they thought were some of the major concerns, problems and theories that needed further elaboration and research. For example, it was felt that programmers were frequently dealing with theft, security, high transportation costs, art insurance coverage, and alarm system problems. Additional discussion was required. Not enough was known. The problems seemed universal and more programmers wanted some type of direction. Optimistically, the outcome of this research would be the exchange of ideas to remedy problems or at least to enlighten union personnel.

To solidify the foundation of the Center, several of the panelists tackled theories of art attitude and related them to college union personnel. Some questions that were posed challenged union art personnel to start making a personal commitment to the arts and their relationship to our culture, our society, and ourselves. Of special note was the feeling that union art personnel are often satisfied with the status quo and do not look to various art resources around them when developing exhibitions. Through this line of thought it was hoped that a few people would be stimulated to debate and evaluate themselves in relationship to their own art programs.

Some information did not require elaboration. In some realms, a simple listing of data was the best way to disseminate information quickly. The listing of art equipment, circulating exhibitions, current art bibliography and periodicals, interior design information centers, and insurance companies handling art coverage were areas selected. With this effort, college union personnel would have at their finger tips addresses where they could obtain additional information as needed.

To add a little excitement to this simple tabulation of facts, probing of research, and individual theorizing, an effort was made to build within the Center a living creative art experiment. Exhibits exemplary of current as well as traditional works were incorporated. "How to" sessions were developed to take the Center along the educational process of learning by doing.

The hanging of a scheduled exhibit and the demonstration of a light and sound art form were the two "how to" highlights. Also featured were West Virginia craftsmen specializing in woodcarving; copper, wood, and glass sculpturing; weaving; hammered pewter; and pottery. Each craftsman demonstrated his craft and displayed his saleable works. The development of an environmental display attempted to illustrate what program art directors or curators may expect in the experimental art form.

Publicity was a major concern, and the location of any Resource Center is probably the most important factor to consider before publicizing its existence. The Center was established in a central location where many of the delegates at the Conference would observe and partake. Adequate physical exposure was stressed. Posters were creatively designed to stimulate curiosity and relate the Center's theme. Utilization of regional newsletters, the ACU-I Bulletin, and announcements at conference meals were considered for additional promotion. In the official program for the conference, a description was printed and the hours of the Center were noted. Activity of some sort was going on most of the time and numerous displays (art brochures, COTA, and crafts) were available for delegates to examine. The most effective type of publicity was by word of mouth. And because the developers were excited about this project, delegates did get the message. Although there was something for everyone and there was an air of excitement, the Resource Center did not appear as a circus. It was a place where culture (creative and tasteful) was emitted.

The responsibilities a coordinator must be aware of when organizing a Center are numerous. One must be sure of the rooms to be utilized, the timing involved, the personnel chosen as panelists, the necessary equipment, supplies donated, shipping and return requirements, budget, etc. Most important for the coordinator are the people with whom he surrounds himself. If reliable, the work is greatly reduced.

The Center, however, was merely an idea and the success or failure of this venture was dependent on those who saw the total effort and derived some benefit from it. The developers realized that there was always room for improvement and that the continuation of such a venture would need the support (on the Regional level) of the Committee of the Arts.

A follow-up of this endeavor needs to be established if the conference program committee feels that a Creative Arts Resource Center is worth developing further. Someone has to step forward, reach out, and lead, if the arts are to take a progressive direction.

Presenting Art Exhibits For Creative Programming

GAIL D. FLOETHER
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CREATIVE ARTS RESOURCE CENTER

What is the purpose of a Creative Arts Resource Center this year? For no other purpose than to promote the arts -- to give conference members a better understanding of what's happening in the art field, and to give them new ideas to take back to their campuses. In working toward this goal, I became involved in four main areas:

PURPOSES OF PROMOTING CULTURAL ACTIVITIES

What is culture? Who is the cultured person?

Too many people are like the lady who walked into an art gallery and said

"I don't know much about art,
but I do know what I like!"
. . . .
Gallery owner said,
"Yes ma'am -- so does a cow."

This situation certainly indicates a matter of taste, but to rise above the animal level in taste one must develop culture so that decisions can be made wisely and in good taste.

The need of culture is something which the private individual must feel. Society can insist upon law or morality, but it can never insist upon culture. There is no commandment which says to the individual, "Thou shalt paint, shalt carve statues and write poems." Also, there can be no law which can insist that one shall love beauty, appreciate art and develop taste. These are free obligations which each individual must impose upon himself.

Without culture, we are not human beings. We may be creatures of earth who are under the general care of Mother Nature. We may be robots of industry who look to society for a living, or we may be the children of men who live their blessed lives in innocence of what is actually going on in the world. But to be thoroughly human beings and mature men and women we must have some measure of culture. People who call themselves culturists have always associated culture with humanity, so that the term "humanism" is only another name for our general subject-matter. Such humanistic culture amounts to little more or less than a general awareness of what is going on in the world. Most of us feel that we should be up on the news. Some of us feel that we should participate in the troubled affairs of the world. But keeping abreast of the news and participating in world politics are different matters. The question before us is this: Do we intend to take our own individual place in the intellectual life of the world, past and present? If we do, we shall turn to culture as our guide, and expect the arts and sciences to make us truly human beings.

Your culture is the awakening of your consciousness to the meanings and values of a life habitually taken for granted. Your aim is not that of the artist in his studio. But you can arouse your sense of appreciation to the level of your inherent possibilities, and culture is largely the ability to admire wisely.

Of course, there is some study involved in the pursuit of this esthetic benefit, but the person who is intent upon culture will not begrudge the energy expended upon the cultivation of thought and taste.

The old question used to be, "Where shall wisdom be found, and where is the place of understanding?" Our modern question is, "Where shall culture be found, and who is the cultured person?"

Intellect and culture are inseparable, but not identifiable; they meet like land and sea, and yet maintain their respective attributes. The intellectual person has knowledge, the cultured person loves knowledge.

When one acquires knowledge by study or investigation, it is for the sake of the thing known. When this knowledge becomes culture, it is for the sake of the knower. Culture is not the possession of knowledge, or works or art, or books, but the enjoyment of these.

The question is whether the possession of the intellectual or aesthetical works its change within you, so that your knowledge clarifies, beautifies, and fortifies your inward spirit as a human being.

Culture is the spirit which views the field of knowledge with more sense of appreciation than analysis. It is akin to the enjoyment of a landscape apart from the geology of the terrain. Knowledge there must be, but knowledge as something felt, not as a process of cognition which gives light without heat.

Wisdom is the application of knowledge to the exigencies of life. Technicalism is knowledge with a view to immediate industrial utilization. Culture is knowledge for the sake of its enjoyment and human value.

Culture as we are involved in it must be understood in a spiritual rather than a social sense. It should indicate the quality of human life in an individual, rather than the quantity of life in a group. Thus conceived, culture will come to mean an individual's relation to himself and not so much his position in the social order. By the individual's improving the quality of his life he will be doing his part to improve the life of the masses.

Culture has its general character, and its history, but it is the individual in whom the seed of culture must spring up.

Just as it has always been -- a man must decide for himself what he wants out of life. He must consider what sort of person he wants to be, and what kind of life he is supposed to lead.

Culture is not something that can be taught in a classroom. It is something that the individual must experience himself.

With thousands of students in a University, where can one go for culture? On many campuses, the only place readily available is the Student Union.

Now we are down to the important question -- What can we do in student unions to stimulate, enlighten and expose the student body to culture? Everyone should have an opportunity at culture, but culture is not for everyone. There is only a small percent of the total population that is seriously interested in culture. But it is often difficult to tell who the enlightened ones will be. So the cultural activities must be readily available to all. Those who do accept culture can certainly improve the life of the masses by acting as a living example of how culture improves one's life.

Cultural activities aren't usually going to attract as many people as a social event -- it is important because the number of really cultured people in the world is in the minority. Just because today most people are at least somewhat educated does not mean that the level of culture will rise automatically. As Frank Lloyd Wright once stated, "Being conditioned and being enlightened are two different things."

What has happened is that practically everyone reads the sports pages, captions in LOOK and LIFE magazines, goes to the movies, and reads the best seller fiction books. If we go along with the culture of the masses, culture will be seriously degraded because the majority's choices in culture are nearly always bad.

Union personnel should recognize that culture is not something that can be taught in crowded classrooms. It is not something that can be forced on an individual.

If good cultural activities are as readily available to students as social or recreation events, some students will naturally find the cultural pull and start developing as cultured mature human beings. Then the Student Union has fulfilled its obligation as an adjunct to the student's classroom education and deserves its important place on a college campus.

Cultural activities should include something from all areas of the Humanities: Music, Theatre, Dance, Photography, Painting, Drawing, Sculpture, Designed Craftsman Areas, Architecture, and Literature.

INTERIOR DESIGN FOR UNIONS

Is the interior of your union constructed with concrete blocks and steel? Is it a cold, utilitarian building? If students are expected to develop original, creative thinking and producing, they need an environment in which to thrive. The movement has to be away from the coldness of industrialization toward the warmth of a pleasing aesthetic. Our unions should reflect good design. A great deal can be accomplished with color, carpeting, drapery or a little wood or wallpaper. If you are planning your union, special interiors can be incorporated into the plan. If you already have a building with just the bare essentials, then remodeling may be the answer. This can be done slowly as funds allow. There are several good magazines available on interior design to study for ideas. The best one is Interior Design, 78 East 56th Street, New York, N.Y. 10022. A subscription costs $6.00 per year and is published monthly.

Planning each area should be done with a theme in mind. If the theme is well carried out, a certain atmosphere or environment will be created. This makes students want to use the union. They have something to identify with, rather than the cold institutional classrooms or residence halls.

If funds allow for travel expenses, there are excellent shows of contract furnishings at National markets in the United States. These shows allow buyers to see new products, get new ideas, and scout the market for the best merchandise. The best way to find the dates for such shows is to write the show centers in your area, such as:

Chicago, Illinois
    Merchandise Mart and Furniture Mart
New York City
    Decorative Arts Center, 305 E. 63rd Street. Decoration & Design Building, 979 Third Avenue. New York Coliseum. Casual Furniture Mart, Inc., 1 Park Avenue
Los Angeles, California
    Home Furnishings Mart
San Francisco, California
    Western Merchandise Mart, "The Ice House", 1150 Sansome Street
High Point, North Carolina
    The Furniture Plaza
Seattle, Washington
    Pacific N.W. Furniture Mart
Dallas, Texas
    Dallas Trade Mart
Atlanta, Georgia
    Decorative Art Center. Merchandise Mart

The big market times are usually January and June. Chicago's Merchandise Mart has a special show and program in June, especially for educators, called "Neocon". It is a free conference and extremely worthwhile.

BURGLAR ALARM SYSTEMS FOR ART WORK

Of the many burglar alarm companies I talked with, none was equipped to set up a system for frequently changing exhibits. Also, each gallery situation is different. Some companies suggested that the best way would be to have an electronics student rig up a simple system to suit each particular exhibit. This would probably be inexpensive and adequate.

As far as the permanent collection is concerned, this can be protected by ADT or any other alarm company. I mention ADT only because it is national. However, these systems are costly. A cheaper method to deter theft is the use of spanner head screws which require a special screw driver to remove. These can be screwed through the picture frame into the wall. The screw head can be puttied over and this makes theft extremely difficult.

The only surefire method to prevent a determined thief is a burglar alarm system. However, many college union thefts are by students who want art work to decorate their residence halls or apartments. For this type of casual thief, simple methods of covering the boards on which art work is tacked with a heavy plastic will deter a thief.

Also, if black and white photos are taken of all the art work, prints can be made of any stolen items and notification can be printed in the papers. This method has proved very successful at some universities.

SHIPPING EXHIBITS

Shipping exhibits can sometimes create many problems. Often a tight booking schedule allows only a few days between exhibits. If the distance is not great and Greyhound Bus Lines cover the area, this could be the fastest shipping method. Example: Oshkosh to Chicago -- about 160 miles, 10# can be shipped for $2.75. Insurance for $250.00 is 50¢.

When shipping any greater distance Air Express is the best and fastest.

With other methods there is never a guarantee as to when delivery will take place. Packages can set on docks for long periods of time, and can't be traced.

When time is not an element, local trucking firms can often be utilized and are considerably cheaper.

The Creative Arts Resource Center is an experiment this year to try to pull together all areas of the creative arts, the COMMITTEE ON ARTS (COTA) and the regional coordinators. Hopefully, through this center, those people involved in the arts or those people who should be, can find the necessary sources to aid them in their endeavors.

Reality-Relationship Of The Man-Made On View

HAROLD B. HELWIG
Ass't. Director, Creative Craft Center
State University of N.Y. at Buffalo

PART I - PAST AND PRESENT

The plight of the college union gallery director is his self-imposed job description, attitude, fear and an unspoken enforced reason for maintaining the status quo for the union. Seldom have exhibition programs gone beyond the recognizable 'tried and true' event and rarely do they communicate by excitement or enticement; thus their audience is and remains routine. This safe programming is hardly informative, educational or even necessary to the campus scene.

The acceptable classic attitude as to the what and why of exhibition remains with all its self-imposed restrictions: that it please everyone -- offend few -- hang it on the wall -- put it on a pedestal -- lock it in a case -- and for God's sake take little if any responsibility for what it is or communicates. This is known as the path of least resistance for it requires, from the looks of most installations, no thinking to form its dull, safe, fill-space existence.

It is understandable why college union gallery directors are seldom trained gallery directors (money vs reason vs reality). Most unions have no secure gallery area--only rooms, halls or lounges that simply make do. The program is handed as a further frustrating burden to one of the union employees as his 15th responsibility or dropped into student hands to further block any method of actualization, effective reason or communication. And all of this is done while the union continues to think that is serving the needs of the whole man through a public display of pseudo cognizance of real, emotional and aesthetic concerns.

Within the university culture the union gallery director need not be a trained technician, he need only be aware of the wealth of data, concept, research and excitement that abounds in and at the fringes of university life. Nor need he go out and buy ideas in pre-packaged, safe publically tested kits for the bulk of his programming for this was meant only to supplement active ideas. The materials are available and the trends are unmistakable; all he need do is turn for assistance and seek out that which is naturally exciting around him, needing and demanding to be displayed.

Art educators and art administrators are already turning more and more to the artist himself to strengthen or even start aesthetic dimensions in programming. As Nancy Hanks, Chairman of the National Endowment for the Arts, has put it: "When you have a problem, it makes sense to turn to the person who knows most about the subject. None of us were satisfied with our progress making the arts more central in education, and so we decided to look to the professional artist for help." New worlds have opened and their existence seems less threatening as they turn from heavy curriculum-oriented programs to current and highly personalized exciting processes. Such dimensional changes have become increasingly necessary and painfully obvious as the quality of life disintegrates while "affluence" grows -- an affluence effected by a society that has excluded the arts from everyday life via the Protestant ethic by continually considering the MAN-MADE as unproductive and useless as an activity. Its results have brought today's inhabitants up against a tragically unbeautiful and inhuman attitude of decision-mking in a world that shapes our lives, a world dominated by impersonal corporate structures and depersonalized technological functions. Yet a new trend today finds modern craftsmanship as an affirmation that hand skills have human value, that work by hand with tools is an essential activity and is basic to the human organism and the human spirit.

The gallery director knows well that the artist and the craftsmen are enemies of mechanical mindlessness and part of the director's responsibility is to calmly educate through visual availabilities toward new values. At this time young people are searching for meaning, not "significance" or importance; for selfhood not status; for aspiration not ambition; for identity without dependency, responsible to oneself and one's fellow-man.

People today, especially young people, do not want to participate in cultural competition. They are against systems that encourage creation and then block it with demands and pressures, that breed isolation and servility through an inner status-conferring, status-worshipping system, one that has already created its own depersonalized laws.

Today, we are witnessing a triumph of process in method and technique over simple experience within the act of doing. And the gallery director has a choice of dullness or of being part of the response to developing and training the senses to accommodate method into one's own life allowing for exhilarating and illuminating life styles.

Relative ease surrounds the gallery director, once he has overcome his feelings that he must entertain rather than communicate; or promote a praised outcome rather than the act, style or process.

The responsibility is yours -- ask and take action.

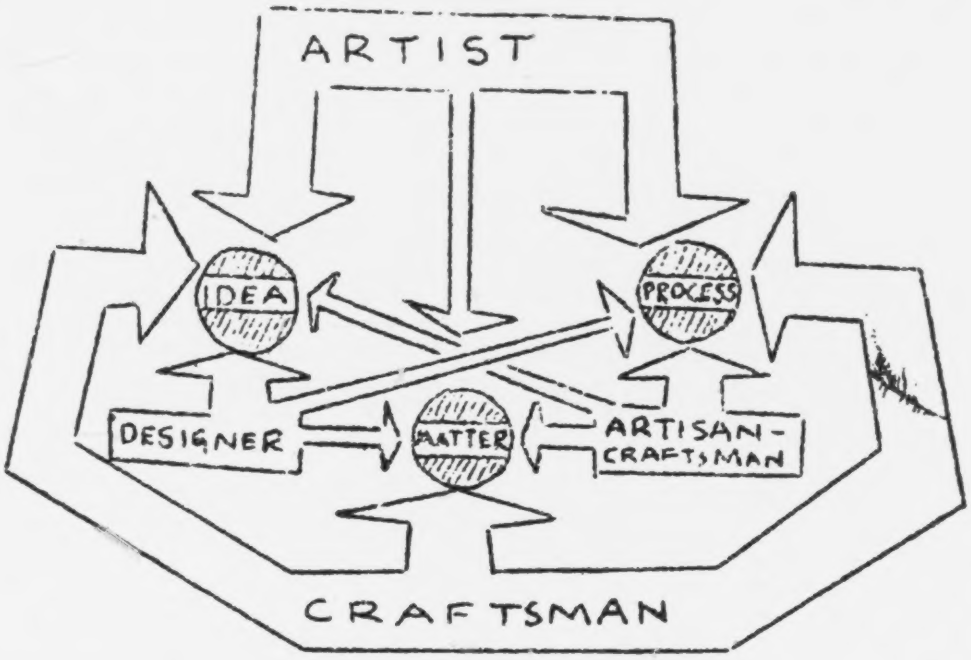
PART II - FUTURE

The idea--------the material--------the process

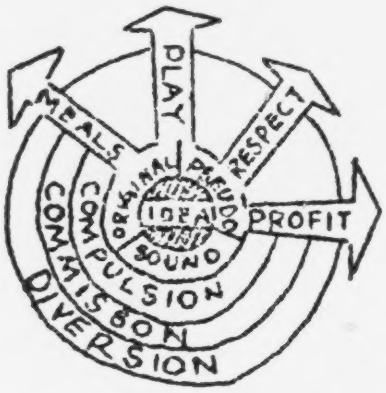
What is it that is being done and/or is that which is being promoted correct or important to the person being involved.

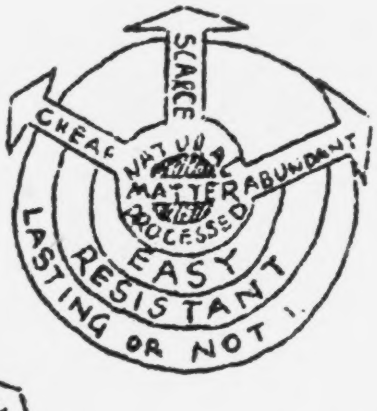
The terms artist, craftsmen, artist-craftsmen and designer are whole terms and not exclusive to kind.

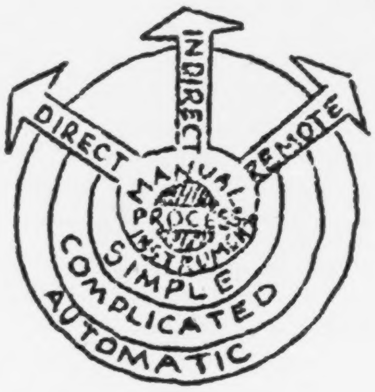
The relationship of these four 'professions' to the idea, the material, the process are shown below.


ARTIST
IDEA
PROCESS
DESIGNER
MATTER
ARTISAN-CRAFTSMAN
CRAFTSMAN

The axis is time. The order of priority is introduced for each 1) the way (idea), 2) the apt material and 3) the how (process) as shown below.


PLAY
MEALS
RESPECT
PROFIT
ORIGINAL
PSEUDO
IDEA
SOUND
COMPULSION
COMMISSION
DIVERSION


SCARCE
CHEAP
ABUNDANT
NATURAL
MATTER
PROCESSED
EASY
RESISTANT
LASTING OR NOT


INDIRECT
DIRECT
REMOTE
MANUAL
PROCESS
INSTRUMENT
SIMPLE
COMPLICATED
AUTOMATIC

With the inclusion of time the following exists:

The artist starts with the idea. He is historically coherent. (A)

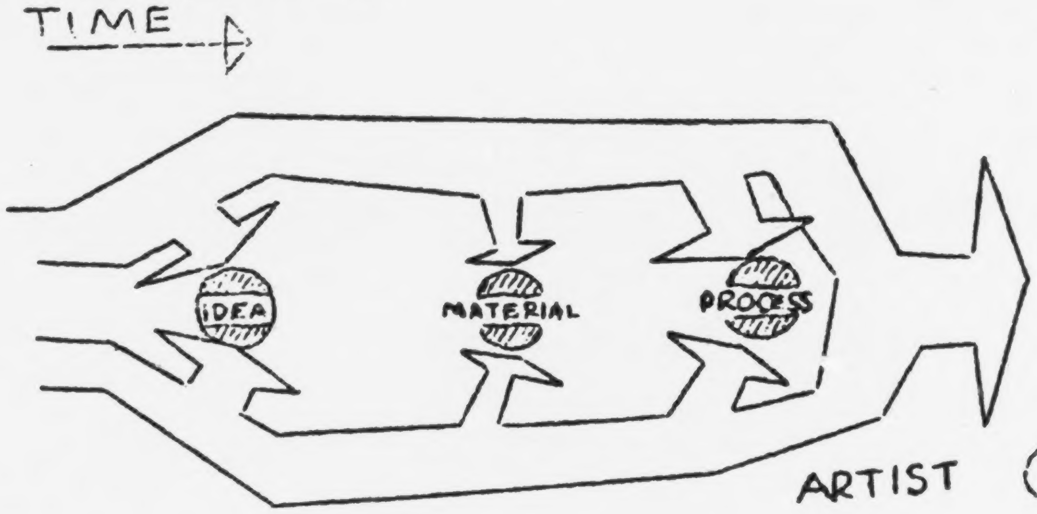
The craftsman may swing from one to the other in a nonchronological order. He tends to be indifferent to history in the broad terms and attaches himself mainly to the immediate environment. He is ecologically bound. (B)

The artisan-craftsman is, as a technician of a sort, definitely proceeding in a back-leap pattern. That is to say, he carries with himself the how's as he jumps back, if he does, to the why's. He is at the border separating the living from the mechanical. This gives him sharp eyes for the details and a quasi-total blindness for the necessary appraisal of the whole. (C)

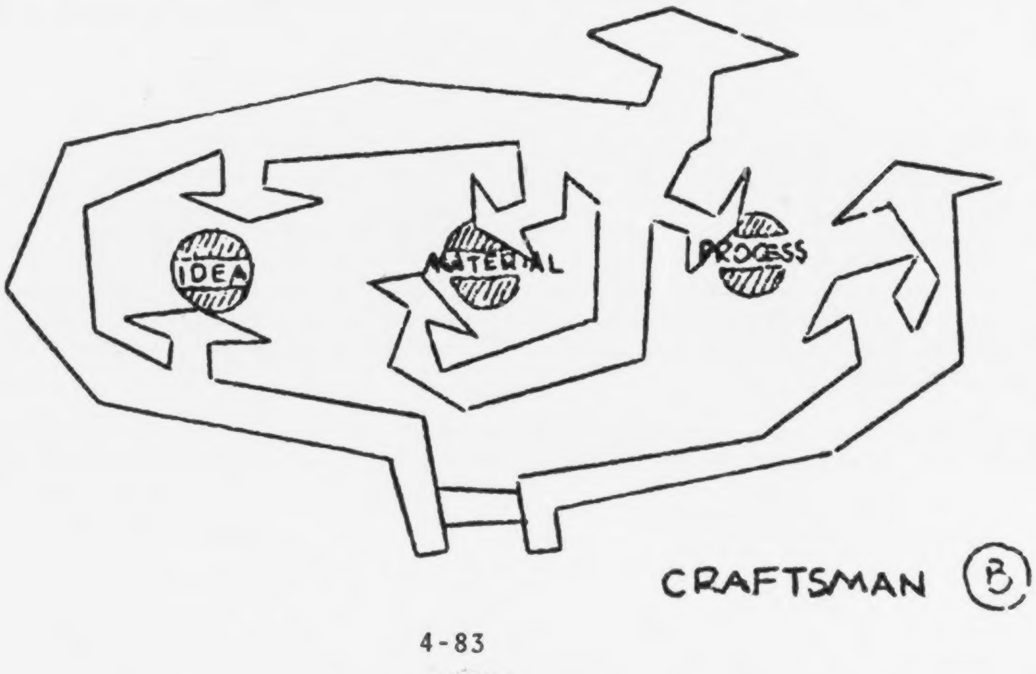
The designer is theoretically on the safe side. Ideas come first. In reality and, unfortunately, he is often farther back than the artisan-craftsman. The idea he works on is more than often a pseudo-idea, not because it may not be his nor because it may be a very small one (as it may be for the artist or the craftsman), but because it has been generated by a half truth, by the beheaded thing which a process is, or the non-relevant or casual thing that the material often is. He is at the direct mercy of the speculative man or corporation and the consumer market they mold. The designer is soon to be no more than a sophisticated answer-maker to problems that do not pertain to his specie. The graph suggests abstractness as he is detached from materials and processes. (D)

It may be essential for the gallery director to trace the position of the "profession" within our society unmistakably given to technological authoritarianism.

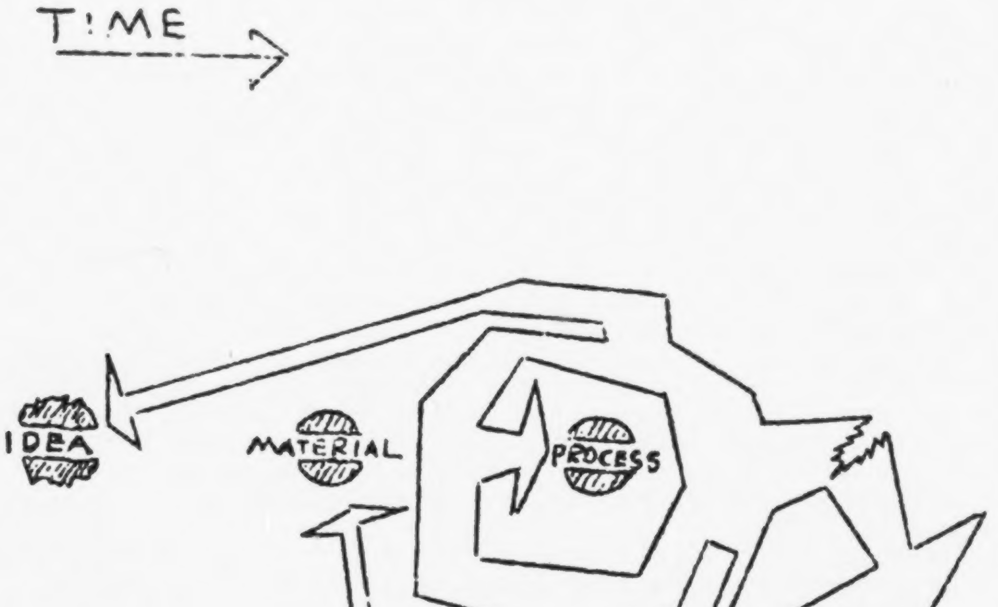
THE ARTIST is the expression of and expressor of the most critical position of man in a bewildering world made more and more of things and for things, less and less of man than for man. He gives form to the structure that hosts or imprisons him. This he does through a still embryonic estheto-genesis. His true world is the world that does not yet exist as he is the creator of a new nature, the neo-nature of the man-made (the non-obsolescent part of such neo-nature). He is the conscience of society, a very cogent one because his work is a universalized subjectivity, as such, always concrete. This being conscience is really only the instrumentality he works with. Hence, his basically constructive stand within a society is more and more confused about what is the purpose of what.



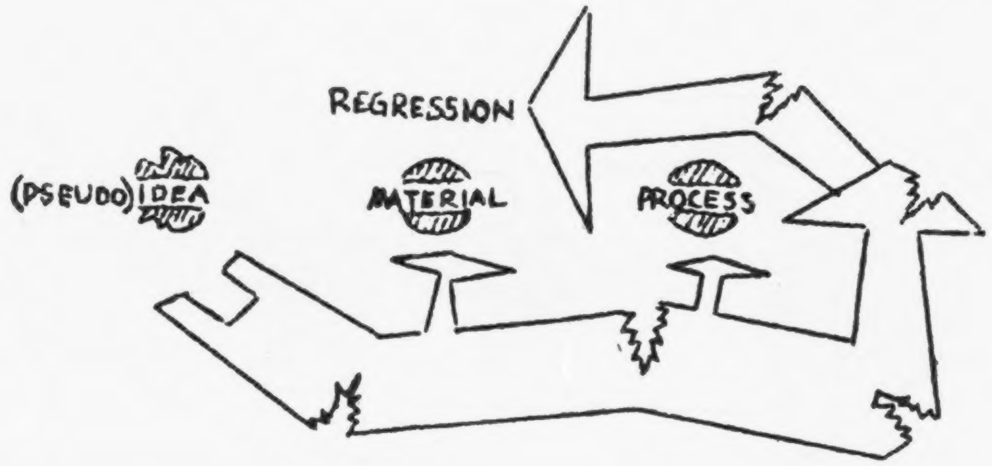
ARTIST (A)



CRAFTSMAN (B)



ARTISAN-CRAFTSMAN Ⓒ



DESIGNER Ⓓ

THE CRAFTSMAN, if in earnest, is an ecologically bound specie: the anchor-man for the nomadic contemporary society. He would work in such a way as to bridge the widening chasm separating the natural from the reflective. Materials and instruments, controlled by a sensitive will in its turn controlled by the environmental structure to which his work, should offer propositions of grace engraved with lasting deeds. With semi-permanent leisure at bay, but forthcoming, he is the man around whom humanity may have to pivot so as to keep its own sanity. With the artist he should take charge and care of those things the machine cannot do because they are beyond the dimension the machine can work in.

THE ARTISAN-CRAFTSMAN is a transitional specie in reason of the instrumental character of his work, and the submission of most of it to the frigid laws of obsolecence. For him the joy of honesty and the physical pleasure is in the exertion of his bodily energies to mold a fragment of matter, regardless of where he stands historically speaking. The impact of his somewhat blinding skill will dwindle as the more stubborn skill of the automata will invade more and more the field that was once exclusively his.

THE DESIGNER. His limited rationality will be his undoing as the non-biological minds (computers) will encompass more and more of the environmental parameters, coordinate them in a larger rationality than his, and their better-informed investigation will produce sounder answers. Nor will he be much helped by his closeness to the why's as he is habitually close to the wrong ways.

PART II sets forth terms of reality for the future so that in this case the gallery director may have the advantage of insight.

PART II was loosely taken from Paolo Soleri's section of positions, a pre-conference paper prepared by Jean Delius, Project Director, for the United States Office of Education.

ST. CLOUD STUDENT PRINT SHOW

The St. Cloud Student Print Show is the result of the efforts of Mrs. Patricia Larson Krueger of St. Cloud College and Region 10 Arts Coordinator to provide her region with a quality art exhibit at low cost. It is entirely appropriate that an example of the Association's Regional exhibits should be displayed in the Creative Arts Resource Center.

The St. Cloud Print Show consists of 25 prints, by students which were made between 1965 and 1970. The works were selected and prepared for showing by Mr. William Ellingson, St. Cloud State College print instructor, with the aid of a graduate assistant, Mr. Richard Mittlestadt. Most of the prints are etchings. Some incorporate relief techniques and a new embossing technique. Subjects range from the figure to landscape.

The show has been and will continue to travel throughout Region 10 (Minnesota, Iowa, North Dakota, South Dakota and Manitoba, Canada) until January, 1973. Bookings are available beginning May, 1971.

Title	Artist
1. "Patrushka and Her Arches"	Diane Hudson
2. "Figuro"	Bruce Childs
3. "Free Again"	Richard Mittlestadt
4. "Mister Softie"	Gail W. Bamber
5. "Quarry III"	Diane M. Super
6. "Portrait of Christopher"	Bruce Childs
7. Untitled	David Weis
8. "Fruit"	Patricia Lewis
9. "Buffalo"	Peter Gardienko
10. "Monuments"	Ralph Olsen
11. Untitled	Robert Mattson
12. "A Line of Trees"	Arlas Naidu
13. Untitled	Sharon Ryther
14. "Movie Goer"	Ralph Olsen
15. "My Wife"	Dan Dallman
16. "Composition #1"	Thomas Jacoby
17. "Peace"	Silvan Durran
18. Untitled	Howard Strand
19. "Farm Scope"	Bill Beckman
20. "That Ain't No Way to Draw a Rabbit"	Ralph Olsen
21. "Chickens"	Gary Schattschneider
22. "Head of a Boy	Joe O'Conner
23. "Lobster #1"	Dan Dallman
24. Jesse James	J. Bell
25. McMillan Kitchen	Judy Vachon

Insurance

SIDNEY C. MILLER
Assistant Director, Chicago Illini Union
University of Illinois at the Medical Center

INSURANCE

Unions across the United States and Canada are suffering from the problem of rising insurance premiums which are becoming prohibitive. In most cases it becomes impossible to afford the cost of coverage out of limited operating funds.

Fine arts insurance programs are rapidly becoming a thing of the past especially for campuses who have major exhibits. Extravagant rises in insurance costs have forced cancellation of major exhibits across the country. Not only are premiums becoming exorbitant, but the deductible clause sometimes is larger than the value of the entire collection. In several instances these deductions are as high as $250,000 and even up to $1,000,000. It appears that the premium schedule is not healthy enough to stand the risk.

Though the situation looks bleak, several insurance managers feel the future will be brighter. If you are looking for insurance, they recommend contacting a broker who only does this type of work.

Secondly, the association approach could be the answer for gallery directors. An association representing all galleries would contact a broker to obtain a reporting form policy from the members. The Western Association of Art Museums would be one type of association qualifying for this type of insurance. Your ACU-I region is another grouping that might consider looking into this matter.

Remember it is important to generate premium dollars for the company, so be sure your deductible is high enough to stop small claims. Another tip that would benefit all members is to request an aggregate deductible for all members such as $500 per month.

In the Midwest and presumably elsewhere, several companies still are cooperating with galleries but their coverage depends on your local security services. Each gallery director or art coordinator should begin by checking with his local independent insurance agencies or by contacting the following companies who write the Inland Marine Policy.*

*The Inland Marine Policy is a policy that companies use in insuring art work. The base rate for this policy begins from $15 to $35 for a four week period.

a. Continental Insurance Company
b. Hartford Fire Insurance Company
c. Heritage Mutual
d. Iowa National Insurance Company
e. Ohio Casualty Insurance Company
f. Travelers Insurance Company

Some companies have a reporting form policy for insuring art work. In this case a basic premium is paid for the insured period, which could be for the semester or the academic year. Each time an art show is exhibited a listing of the works and values is submitted to the company. The cost of insuring this exhibit is then deducted from the original premium paid. This process is continued until the base premium is used up. An additional premium is then paid for the rest of the year. If it is not depleted the company will refund the remaining amount.

Base rates for most of these policies will begin at about $3.50 per $100, and range from 1 to 3 years in length. For accurate information, a bid should be submitted to the company so relevant cost for your university can be obtained.

Two situations may change the entire insurance picture in the very near future. Calm campuses will help a great deal. This is possibly the single most important factor in the insurance crisis. This coupled with the economic situation has forced the insurance companies to look for the "cream business" where they are sure of their risks. Secondly, schools may find it easier to have the artist insure his own work and compensate him accordingly. The only other alternative (as mentioned before) is to deal through a broker who has a great deal of clout with the underwriters.

UNIVERSITY SECURITY

Eligibility for an insurance policy and your base rate is often dependent on the security measures used in your gallery. The overall location of your gallery is a very important factor to consider.

The ideal location would be a closed gallery with specific hours, located across the hall from the union's information or main desk where attendants can easily observe visitors entering and leaving the gallery. If this is not feasible, optional areas such as lounges, cafeterias, and corridors can be used for exhibit space.

Supervision of these areas is very important. Qualified staff members should be on duty or you may have a member of the art committee to act as a host during display hours. If your budget allows, a full-time guard could be hired. If this is not possible, check your local fire ordinance to see if it is permitted to lock all doors, so that the returning traffic will pass where a staff member is located.

Either decision will be greatly determined by your budget. After considering all aspects of University security and insurance requirements, please do not forget display security. Items to remember here are to have a layout of each exhibit available to all supervisory personnel in the union. In addition, periodic checks should be made by the art committee and program department. If at all possible, a photograph of each piece in the exhibit should be taken to identify any possible loss from the exhibit. Many times it is better, and less expensive, to publicize the picture of a stolen piece along with a reward, than it is to compensate the artist for the loss, or lose your insurance policy from too many claims.

A security wise art coordinator will place small objects in locked cases. Other more obvious do's and don'ts are not to place objects in direct sunlight, near an open window or door, or close to a radiator. In addition to the dilemmas of theft and vandalism, many times carelessness in handling art work causes damage. Remember any unnecessary claims against your policy helps keep the rates up. This also makes you more eligible for private insurance coverage. There is no substitute for properly trained personnel to handle transportation, uncrating, hanging, and the return of an exhibit. It is paramount that all university personnel be conscientious of their responsibilities in this matter. Still, it is understandable that an occasional accident can happen under the most careful supervision when handling and shipping an art exhibit. A review of important facts to consider when in the process of handling an exhibit would be helpful to all union personnel. A check list might appear as follows:

A. A careful observation of the construction of the shipping crates. Remember that valuable materials are inside -- do not hammer or use a crow-bar to open the crate.

B. When removing a painting or a print from a slotted crate, be sure to identify the slot where the painting was removed. A missing identification number can easily be replaced by using masking tape. This also eases the crating of the show before sending it on to the next exhibition.

C. If the art work is covered with glass, reinforce it with masking tape so that it will not shatter.

D. Be sure that the paintings are not facing one another and/or rubbing against the next piece.

E. If the prints are packed close together always use tissue paper to protect the work. This acts as an easy protector and buffer between each piece.

F. Ceramic works should be crated with a great deal of protective material between each item in the crate. Material such as roofing insulation, styrofoam, or straw are the most protective of all. "If a piece happens to be lidded, please do not pack two pieces close together. Make sure that plenty of packing material is placed between each piece."

G. Sculptured items should also be enclosed in a sturdy crate which can stand a great deal of bouncing while being transported from one exhibit to another.

For more complete information consult the following publications: Museum Registration Methods by Dorothy Dudley from the American Association of Museums, and Care and Handling of Art Objects from the Metropolitan Museum of Art.

Check List For Hanging Art Exhibits

JANE SHIPTON
Assistant Director, Gould Student Center
New York University

BEFORE ARRIVAL

1. Provide insurance coverage effective the instant the exhibit is in the union's possession. In order to do this you must have a list, description and valuation of each item.

BE PREPARED

1. Anticipate the supplies you will need to have on hand to install an exhibit. Suggested checklist follows:

   - ladder
   - screw eyes
   - nail assortment
   - screw assortment
   - braided wire
   - nylon fishline
   - molding hooks or hangers
   - string
   - masking tape
   - pins
   - matching thumbtacks
   - hammer
   - wire cutter
   - stapler
   - measuring device
   - pliers
   - screwdriver
   - scissor
   - label making equipment

UNPACKING - IF CRATED

1. Unpack in gallery area if at all possible to save extra handling.
2. Open as gently as possible. Chisels and crowbars should not be used.
3. Try to schedule time so objects may be installed immediately after unpacking.
4. Keep a written record of way items are packed.
5. Examine each item as it is taken from crate for damage, this includes damage to frames.
6. Record description of damage in writing.
7. Photograph each item if at all possible. This serves to record a visual record of damage if there is any and may prove useful in recovering item should it be stolen.
8. Immediately report any damage to lender.

ARRIVAL - IF UNCRATED

1. Have taken to gallery area and placed as close to actual hanging position as possible.
2. Avoid leaning several paintings against each other. Watch out for screw eyes if attached.
3. Observe the precautions listed under "Handling", below.

HANDLING

1. Clean white cotton work gloves are NOT affectation but a necessity especially when so many oil paintings are strip-framed. They prevent fingermarks on canvas and glass if framed.
2. Think of the surface of the painting as a piece of freshly polished glass when handling -- both surfaces must be kept clean.
3. Have enough help to manage large objects.
4. Do not lift by stretcher braces as this stretches the canvas surface and causes cracks and chips.

ARRANGEMENT

1. Distribute works in gallery area the way they are to be hung. This will take some experimentation but do give some consideration to balance, texture, hues. Attractive arrangement, in the end, is more intuition than rule.
2. During this stage, be particularly sensitive to where things are. Backing into an object while looking at another has resulted in a lot of damage.

HANGING

1. Eye level is the key word. Eye level is five feet from the floor and this imaginary line should bisect the painting. There will be occasions when paintings will be hung on more than one level but even in these cases adhere as closely as sensible to the eye level principle.
2. Ideally, hanging should be invisible. However, since the hidden nail in the wall behind the picture is not always possible other alternatives are:

Nylon line and molding hooks.

Metal hangers custom-made to fit your molding which have adjustable hanging devices to achieve level you desire.

On peg board -- hanger hooks
hanger clips -- for non-framed objects.

On soft surfaces push-pins.

Angle tacks to hold to wall.

IDENTIFICATION

1. Each object should be identified. This may be done in a number of ways:
    Numbered -- with accompanying catalog or brochure
    Title and name of artist affixed to frame by plastic label device
    Identification card placed next to work (depending on surface)
2. Whatever method is used it should be neat, readable, clean and crisp.

DURING DISPLAY

1. Unless gallery area is under constant surveillance, check each hour to account for all items.
2. Inspect display carefully daily for damage, defacement, missing identification tags, dust, fingerprints.
3. In case of damage remove immediately and indicate work has been removed for repair.

REMOVING AND REPACKING

1. Remove screw eyes and wire if packing.
2. Put masking tape over glass to prevent breakage.
3. Repack in the order it was packed.
4. Don't push, pull, squeeze or force.
5. Have carpenters re-seal packing cases as soon as properly packed.
6. Security doesn't stop when crate is resealed. Take precautions to protect cases until they have left building so they are not subject to heat, cold, dampness or theft.

LIGHT SHOW "HOW-TO" SESSION

This information is intended to be of use to persons interested in employing light artists and performers. Because it is still a relatively new and uncharted field, light art is growing and changing very fast. Accordingly, a certain amount of flexibility and understanding is helpful in planning such programs.

1. The term "light show" is often used to describe a broad range of activities involving light. The term includes everything from strobes and spot lights that flash to the music, to serious photographers, cinematographers, and the Lumia artist who works with pure form, color, and motion. Therefore, it is wise to find out what the exact nature of the performance is, and what kind of equipment is being used before hand, to prevent any misunderstanding that may arise.
2. Lighting equipment usually requires substantial electricity. If after checking with the performers you are unsure you will be able to provide them with the necessary amount of power, you should consult an electrician. Most of the time a temporary, economical hookup can be made directly to a fuse box or circuit breaker panel.
3. Some light artists, particularly those working with little or no musical accompaniment as well as those who utilize more than one projection surface (ceiling, walls, floor), require absolute darkness for an effective performance. Others, such as those working off rear projection screens, (and those providing accompaniment for rock groups) may be able to tolerate different amounts of extraneous light.
4. The size and layout of the space intended for the performance may limit its effectiveness. If the seating arrangement is flexible it should arrange for optimum viewing of the screen or screens.
5. Safe, stable tables, stage risers or scaffolding is required by many shows in order to raise themselves above the audience line of sight, and to eliminate distortion caused by their image striking the projection screen at an angle.

POWER REQUIREMENTS

Power requirements for INTEGRATED LIGHT AND SOUND are: (1) one 220 volt single phase (3wire) 20 AMP twist lock plug within 75 feet of projection station point. If not available, any 220 volt 20 AMP single phase power source will be sufficient, range plug, direct breaker box connection, etc. However, a qualified electrician or maintainence man familiar with the building's electrical system should be present if temporary wiring modifications are necessary.

SET-UP

Strong tables, stage risers or scaffolding must be provided to support the equipment at least 3 feet off the floor (if the audience is seated on the floor) or at least 6 feet if the audience is seated in chairs or standing. A typical setup would be a 20 x 3' 6" platform 3 feet high directly behind it for the equipment operators to stand on. The equipment is usually situated at the opposite end of the room from the main screen area, similar to a movie theatre layout. The ceiling and walls should be light colored (white if possible) and if there is a screen available it should be at least 1/3 to 1/2 the size of the wall on which it is hung. If the screen is too small or contrasts too much with the surrounding walls INTEGRATED LIGHT AND SOUND can provide 2 cloth screens 11' x 20' which you can string or staple temporarily. You must be able to totally darken the room. If exit lights are present, they should temporarily be equipped with the lowest wattage bulbs possible. Musicians requirements are (1) one 15 AMP 110 volt outlet within 25 feet of the stage area (opposite end of room from light equipment) and a tuned piano (baby grand or grand if possible).

SILK SCREENING

PHOTOGRAPHIC METHOD

The silk screen process permits the production of multi-color and black and white prints formerly prohibitive in cost. Now, using the photographic principle, originals can be reproduced in great detail. It can be used not only to print displays, posters, and showcards, but in general advertising of campus programming.

Special equipment needed for photo silk screening includes camera (35mm is fine), enlarger, trays, flood lights, Ortho film and synthesizer, and hi fi green and developer beyond the usual silk screen equipment. This equipment is readily available on most campuses by working with the industrial arts department or public relations office. The basics can then be purchased at minimal cost. Special training is not necessary but it might do well to confine to one color reproduction and vary the type of paper or color of ink at first.

BASIC PROCEDURES

1. Shoot a negative on high contrast (e.g. Tri-X) film.
2. Put negative in enlarger to get a positive.
   Blow up on Ortho film (cost-$1.50/sheet in quantities of 50) (18 x 24 size)
3. Develop Ortho film in Kodalith or any Ortho developer.
4. Place positive on top of hi fi green with glass on top. Flood with light. (Light with flood lamp, not spot. Beware of heat and don't melt stencil to glass.)
5. Develop hi fi green in hi fi developer A and B and adhere to silk screen.
6. Strip backing off and mask out open screen -- you are then ready to print.

This process is not complicated and is easily developed with a minimum amount of involvement.

The above information is only basic -- for specific information, consult books on silk screen techniques such as SILK SCREEN TECHNIQUES by Biegeleisen and Cohen.

ART PERIODICALS

Art in America - published bi monthly by Art in America, Inc., 150 East 58th Street, New York, N.Y. 10022
1 year subscription - $17.00 cost
Address: Art in America, 115 Tenth Street, Des Moines, Iowa 50304

Art Forum - published monthly
subscription - $15.00
Address: Art Forum, P.O. Box 664, Des Moines, Iowa 50303

Art Bulletin- published by the College Art Association of America, published quarterly
subscription cost - $5.00
Address: 432 Park Avenue South, New York, N.Y. 10016

Art International - is owned, edited and published by James Fitzsimmons at Via Maraini 17-A Luzano, Switzerland
subscription cost 1 year - $18.00; 3 years - $48.00
Address: Via Maraini 17-A, 6900 Luzano, Switzerland

Arts Magazine - published by Art Digest, Inc.
subscription cost 8 issues - $11.20
Address: 23 East 26th Street, New York, N.Y. 10010

Art Education - published by the National Art Education Association - 9 issues
subscription $6.00 per year
Address: National Ed. Association, 1201 16th Street, N.W., Washington, D.C. 30036

Art News - published quarterly
subscription price: $11.50
Address: Newsweek, Inc., 444 Madison Avenue, New York, New York

ART MATERIALS

Art Material Trade News: Journal of all art and craft supplies.
published monthly, $5.00 subscription cost
Address: Art Material Trade News, Inc., 119 W. 57th St., New York, N.Y. 10019

CERAMICS GLASS and POTTERY - PERIODICALS

American Glass Review - published semi-monthly
subscription cost: $5.00
Address: Ebel-Doctoron Publications, Inc., 23 E.26th St., New York, N.Y. 10010

Ceramic Arts & Crafts - quarterly $5.00
Address: Scott Advertising & Publishing Co., 11408 Greenfield Rd., Detroit, Michigan 48227

Ceramics Monthly - subscription cost $6.00.
Address: Professionals Publications, Inc. 4175 No.High St., Columbus, Ohio 43214

Popular Ceramics - monthly $5.00
Address: Popular Ceramics Publication, 6011 Santa Monica Blvd., Los Angeles, California 90038

Stained Glass - quarterly $5.00 (devoted to the graft of painted and stained glass)
Address: Stained Glass Assoc., 3600 University Dr., Fairfax, Va. 22030

Craft Horizons - bi-monthly
Address: American Craftsmen's Council, 16 E. 52nd, New York, New York
subscription - membership

DESIGN - Periodicals
Design - U.S. bi-monthly $4.50
Address: Review Publishing Company, Inc., 1100 Waterway Blvd., Indianapolis, Indiana 46202

Design Quarterly - $5.00
Address: Walker Art Center, 807 Hennepin Avenue, Minneapolis, Minnesota 55403

EXHIBIT ALARM SYSTEM

Described herein is an alarm system that has been installed by a student at St. Cloud State College, St. Cloud, Minnesota, when art exhibits are scheduled. The make-shift apparatus has worked effectively and for the past four months there have not been any thefts reported.

Listed below are the necessities required to develop this particular alarm system. There is also an estimated cost coinciding with each piece.

EQUIPMENT REQUIREMENTS

1. 12 volt - DC transformer/or 24 volt DC transformer with a 12 volt center tap. - $10.00
2. 12 volt bell or buzzer - $3.00
3. 1,000 feet of copper wire - single strand bell wire strong enough to support the scheduled art exhibit. THE WIRE MUST BE SHIELDED. (note: try to get the wire wholesale - the price could easily double) - $10.00
4. One double pole, double throw switch (called relay switch) (note: the switch must be 24 volts - DC if a 24 volt-DC transformer is used) - $5.00.

TOTAL COST: $28.00

INSTRUCTIONS

1. The wire can be cut and spliced, (recommend 20-ft. splicing for convenience. However if the show can be wired without a break so much the better) as many times as necessary to hang the entire exhibit. BE SURE TO TAPE SPLICES OR BE SURE NO BARE WIRE TOUCHES ANY METAL.

2. A single strand of wire is recommended to hang the entire show. The wire must form a circuit with no breaks anywhere. A show may be wired after being hung (spliced or continuous strand) or may be hung on one continuous wire which is the same wire that forms the alarm system.

3. The relay switch should be set up so that power (preferably 24 volts is circulating throughout the show.

4. When a line is broken anywhere the relay will shut off, closing a second circuit to the alarm causing it to ring.

5. The only way to shut off the alarm is to manually reset it or to unplug and cut the power to it. Switches may be added.

RECOMMENDATIONS

1. The buzzer of the alarm system should be located in an area where staff are readily available to give immediate attention if needed. Preferably it should be close to the exhibit.

2. Be sure that union staff and personnel are fully aware of the procedures to follow when the buzzer goes off.

The system should be unplugged daily when the exhibit area is closed. This is to prevent over-heating from breaking the circuit and creating a fire hazard.

4. When considering such a system it is recommended that you contact students who have some background with electrical equipment.

5. Be sure to have a dry run after the set-up of the system. Frequent drills are not recommended (remember "wolf, wolf").

SUMMATION

The effect of utilizing an alarm system (where viewers can see that the exhibit is rigged) is to give the prospective pilferer warning. The utilization of such a device helps reduce art theft.

ADDITIONAL PAPERS ON ARTS AND CRAFTS

SCHEDULING ART EXHIBITS FOR CREATIVE ARTS RESOURCE CENTERS

A primary concern when scheduling exhibits is the attempt to house shows for the Resource Center that exemplify national, regional and local talent. Variety, craftsmanship, creativity, spontaneity and the novel experiment are key factors to keep in mind when making contacts for art exhibits.

Examples of the possibilities in exhibition were presented at the ACU-I Creative Arts Resource Center. Some of the featured projects were a regional circulating print show, the Association's photography display, local arts and crafts representatives demonstrating and arranging their works, a light and sound show, and an environmental display indicating where and what can be expected to catch the public's futuristic eye. These, of course, represent only a few of the possibilities yet they cover the gamut of factors previously described.

Another important factor that must be considered is the space in which to hang, display, or manipulate the exhibits and also the equipment available for an effective showing. Questions for light and sound shows might be, "What amount of power is needed?, How high is the ceiling?, What is the color of the wall surface and size of the room?, Are there adequate outlets and extension cord?" For art exhibits the following questions might be asked. "Is the exhibit framed?, Does the exhibit require special lighting?, What is the square footage of the exhibit?, What type of hanging apparatus are required (hooks, pins, braces)?, What are the various size stands, podiums, cement block, etc., needed for sculptured or crafted works?, Are there secured portable display cases?, What types of panels can be utilized and what arrangement will give the best exposure, yet provide adequate free flowing movement of traffic?"

Of course, the creativity and imagination of the individual enters into the displaying of any exhibit. A "proper display" is something that is most difficult to define simply because union program art directors and curators are dealing with different furnishings and space and will utilize their own creative eye for "effective" showings. There isn't one standard formula, but as college union personnel, we must be receptive to new experimental art, art movements, and the idiosyncrasies of display. At the same time, we should seek assistance from university art departments, art students and local art galleries. In addition, we should research art information from art personnel which deals with traveling exhibitions, inter-university art communiques, and art literature. Exhibitions should be reflective of the traditional, historic, and contemporary art movements. However, exhibitions should not be restricted to these established movements to the exclusion of the new, experimental or unestablished art forms.

ART AND CRAFTS EQUIPMENT LISTING

Union personnel need more of this type of vendor listing for art equipment. A master ACU-I tabulation could be an additional information source for art equipment especially to unions in the process of developing or building galleries, craft centers, or areas where works are to be displayed.

The compilation this year was simply a skeleton list of vendors dealing in art supplies and equipment (list disseminated at The Greenbrier) where content was delineated into the following categories: lighting, hanging apparatus, electrical equipment, and display and craft equipment. Much of the data presented was compiled from university campus planners, university art departments and galleries, local art galleries, shops and museums, and from art program personnel affiliated with ACU-I. However, it is hoped that a listing of this nature will be continued on a regional level (through regional creative arts resource centers) so that this master tabulation can be added to and developed continuously.

COMPILATION OF ART BIBLIOGRAPHY

In the Creative Arts Resource Center, a review of current literature concerning art happenings in student centers and in the field was compiled, displayed, and distributed. There hasn't been much written for the past several years in this area of art pertaining to unions and so the value of compiling a bibliography regionally might be merely a duplication of a national art bibliography.

One who is dealing in the area of arts and crafts should try to keep abreast of what is going on in art today. A good working relationship with your campus art department is advisable and beneficial. Taking an art course, subscribing to such art periodicals as Art Forum, Horizons, and Art News and reading articles pertaining to the art world that appear in current popular magazines, (Life, Look, and Time) also help to make one more knowledgeable and aware. If possible, Creative Arts Resource Centers should have copies or listings of art periodicals to which people can subscribe.

"HOW TO" SESSIONS

In an attempt to inform (through actual demonstration), the Creative Arts Resource Center scheduled two "how to" sessions. One dealt with how to hang an exhibit where the do's and don'ts of hanging and exhibition were discussed. A checklist was developed and distributed concerning the steps and procedures in hanging exhibits. Then the person handling this session actually hung one of the scheduled shows.

The light and sound art show session demonstrated the mechanics of creating a total environment using lights and sound. The artists discussed the equipment needed, what their objective was, and how light and sound are effective combined art forms.

Each "how to" session need not take longer than an hour and a half. However, if you are demonstrating sound and light art shows it will take up to four to five hours to set up because there are many mechanical and electrical details to coordinate. Time is insignificant if you schedule "how to" demonstrators and reliable presentors who enjoy what they are doing.

The "how to" session is concerned with the educational process of learning through doing and with communication with experts to make one more informed.

CAMPUS GRAPHICS DEVELOPMENT

Our sign shop, Campus Graphics, began as a very small operation producing posters for program council organizations and our general building needs. It has evolved into a very complete printing center with outside contacts available when we do not have the necessary equipment.

Initially the sign shop was manned by volunteers from our program council. In an effort to coordinate the work in the shop a graduate assistant was hired to supervise the shop as a part of his duties. During this time there were several jobs done for various campus groups. The requests began to build for a service which would provide for the entire campus.

A co-op student from the College of Design, Art, and Architecture was hired to supervise the shop, aided by several work-study students. The co-op devised most of the pricing schedule on a time-and-materials basis. As the business increased, additional expenditures were made on equipment and supplies. Outside contacts were made when we could send special jobs for offset printing or detailed color work. On these jobs, the art design was done by the co-op supervisor.

The Campus Graphics shop has grown to the point where we offer complete mimeograph, fluid duplicating, copying service, posters (letterpress and silk-screen), design work, and related services. We presently have a student who does our photography work using his equipment and our facilities. Our next major step will be to complete the darkroom and photographic equipment needs. When this is accomplished, we should be able to easily meet the poster and duplicating needs of our campus organizations and individual students.

MIMEOGRAPHING

EQUIPMENT

1. Mimeograph Machine
2. Electrostatic Stencil Maker
3. Thermal Transparency-Master Maker
4. Typewriter

MATERIALS

1. ELECTROSTATIC STENCILS

The electrostatic stencil allows for the reproduction of many things which could not be mimeographed previously. Halftones, drawings, paste-ups, printers' type, and news clippings can be reproduced by using the electrostatic stencil.

2. THERMAL STENCILS

The thermal stencil does not produce the quality of the electrostatic stencil but is adequate for line copy. The copy must contain carbon so that the infra-red rays are absorbed. This stencil is made by a thermal transparency-master maker.

3. MIMEOGRAPH STENCILS

The mimeograph typing stencil is used for typed or hand-drawn materials.

4. COLOR ACCESSORIES

Depending upon the name brand of the equipment purchased, there are differing ways of producing fine quality color printing.

5. INKS

Most mimeograph machines now use a tube paste ink which eliminates mess and dries faster.

FLUID DUPLICATING

EQUIPMENT

Duplicating Machine
Thermal Transparency-Master Maker
Typewriter

MATERIALS

Paper Masters
Spirit Masters
Colored Master Sets
Colored Spirit Carbons
Transparency Materials

The fluid duplicator can do a wide variety of work including short, color runs. When used in conjunction with the thermal transparency-master maker, it allows for quick copying and running of prepared copy. The copy must contain carbon in order to use the thermal transparency-master maker.

The standard spirit master produces purple print, but color work can be produced simply by using colored masters. No additional fluid changes or operations are required.

Transparencies for an overhead projector can be made by using the thermal transparency-master maker. It is possible to make both a transparency and a spirit master at the same time.

COPYING OR DUPLICATING MACHINES

A valuable asset to a graphics workshop could be some type of copier or duplicator. Xerox, IBM, AB Dick, 3M, and other companies offer a variety of equipment to meet the needs of individual operations.* There are a great many pricing plans available to fit individual budget requirements. These machines enable the sign shop to provide a much needed service in addition to being a potentially good income source.

To produce quality copies it is necessary to have an excellent original to work from. If you design an original, there are several things to remember:

1. Large dark areas tend not to fill in.
2. A good typewriter should be used.
3. Transfer lettering is a valuable tool.

*Note - Various copying machines use different kinds of paper. Some feed single sheets while others have roll paper.

SILK-SCREEN PROCESSES

There are various methods used in silk-screen printing. The three processes described in the following are:

a. Glue Stencil
b. Cut Film Stencil
c. Direct Photographic Stencil

Initially, a definition of the word "stencil" is proposed. A stencil is any thin, non-porous material perforated in specific areas so that paint can pass through. A stencil allows paint to pass through its openings and prevents the passage of paint wherever the stencil material exists.

Silk-screen stencils allow the paint to be pushed through the openings in the stencil by a squeegee. Each time the paint is pushed, a small portion of it enters the open mesh of the silk and is deposited on the paper beneath the screen.

Glue Stencil

The glue stencil is very easy to make. The areas (to be openings in the stencil) are first painted with lithograph tusche directly on the inside of the screen. (Tusche is a waxy emulsion which is water repellent when dry and does not allow the glue to touch the silk). After covering all the open areas with tusche, allow it to dry for a half hour or more.

Spread a glue mixture of glue and water (50-50 mixture) over the entire inside of the screen. Allow this coat to dry. Apply a second coat of glue on the screen. When the glue is dry, place the screen silk side down on a dozen or more sheets of newspaper. On the entire area where the tusche is applied, pour about a half pint of kerosene, vanoline, or gasoline. Scrub each tusche spot with a stiff-bristled hand scrubbing brush. After the areas of tusche are scrubbed away (leaving the surrounding areas of glue intact), clean both sides of the screen with gasoline. Where corrections are needed, additional glue may be added with a small brush. The entire glue stencil can be removed by using cold water to dissolve the glue.

It is possible to make a glue stencil without using tusche. This is dependent upon the size, shape, and distribution of the blocked out and open areas.

Glue stencils have several advantages: easy to remove from the screen, inexpensive, easy to correct, and adaptable to many styles of brush strokes.

Cut Film Stencil

The cut film stencil is a very thin, translucent, laquer-like film attached to a wax paper or plastic backing. This film is taped over the design with the film side up. After selecting that part of the design to be printed, cut and remove the film from the area. Tweezers and a sharp film cutting knife are necessary. Note that only the film is to be cut, not the backing.

When the film cutting is complete, the stencil is ready to be adhered to the screen. With the stencil still taped to the design in three or four widely separated places, place both under the screen exactly where the stencil is to be adhered and lower the screen onto them. Do this with the screen hinged in place on the printing bed, and the printing guides fastened in place.

Using a cloth saturated with adhering liquid (similar to lacquer thinner) wet a six inch square section of the cut film with the silk pressing down on it. Do this quickly and without any pressure with the cloth. Rub the wet section with a large dry cloth lightly and briskly. Now press the silk firmly onto the film. (This is the adhering process by which the stencil is contacted to the screen.)

After the entire stencil is adhered to the screen, wait several minutes and then remove the backing paper. Spread filling lacquer or glue around the outside of the film stencil where the film does not reach the wood. The stencil is then ready to print. To remove the cut film stencil, soak the film with lacquer thinner and press it against newspapers, rubbing with a clean dry cloth.

The cut film stencil provides finer edges on the finished prints and allows for easy registration of two or more colors.

Direct Photographic Stencil

The photographic stencil produces excellent clarity and sharpness of print. It is used only when excellent quality or detail is needed. The process is quite simple. The silk-screen is coated with a sensitized emulsion mixture which is four parts emulsion to one part sensitizer. This emulsion must be applied in a dark room using yellow lights. A special coater is used to apply the emulsion. The emulsion is allowed to dry five to ten minutes, and the screen is then ready for exposure.

A film positive is placed on the screen and positioned correctly. The emulsion side of the positive should be down on the screen. A clean piece of glass large enough to cover the entire screen is then placed over the positive. The screen is then exposed for about six and a half minutes under photo-flood lights. These lights should be 26" from the center of the screen. When the exposing is complete, the screen is washed with water and that part of the emulsion which was not exposed (under the film positive) is washed away. This leaves a very fine and clear screen. Touch-up of the screen may be done over a light table. (Dust on the glass cover may cause pin-hole leaks in the screen). The emulsion can be placed on these leaks and will seal them if the screen is placed in normal light. The screen is then ready for printing.

The direct photographic stencil can be removed from the screen by using a thinner recommended by your emulsion supplier.

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Reference Books

Hiett, Harry L. 57 How-To-Do-It Charts on Screen Printing, Signs of the Times Publishing Company.
Karch, Randolph. Printing and the Allied Trades, Fifth Edition, Pitman Publishing Corporation.
Kosloff, A. Screen Process Printing.
Steffen, Bernard. Silk-Screen, Pitman Publishing Corporation.
Zahn, Bert. Screen Process Methods of Reproduction, Frederick Drake and Company, Publishers.

There are many reference materials available for the silk-screen process. Consult with a silk-screen supplier or at an art supply store.

PHOTOGRAPHIC SILK-SCREEN EQUIPMENT

Alcoset Photo Emulsion, 1 quart	3.00
Amber containers for emulsion and sensitizer	
Chlorox--removes photo emulsion	
Hammer and punch -- to remove hinge pins	

Inks of various colors, (approximately 4.00 to 5.00 a quart)	
Magitex, 14XX 42" screen, 2 yards	7.80
Masking tape	
Measuring cup	
Newspapers	
Screen frames, 2 16" x 20"	7.12
Sensitizer, 1 quart	1.50
Squeegee, plastic with wooden handle, 15"	9.45
Stainless steel coater, 14"	4.80

The above materials represent the initial items needed for photographic silk-screening. Please note that the materials for the production of the film positives are not listed. This service is currently done outside of our shop. Our expenditure to start the operation for photographic silk-screening was less than $100.

GRAPHICS OPERATION INCOME AND EXPENSES

INCOME

Campus Graphics income from duplicating and signs as of March 1, 1971. (The supplies expense at this time, $1805.25).	$4093.72

EXPENSES

Salaries

Our Campus Graphics operation involves the following persons and salaries:

Supervisor -- a co-op student from the College of Design, Architecture, and Art. Works three quarters, 40 hours a week, at $2.15 an hour.	2580.00
Secretary-Accountant--part-time employee. Works three quarters, 30 hours a week, at $2.25 an hour.	2025.00
Four Student Assistants -- part-time employees. Work three quarters, approximately 15 hours a week at $1.60 an hour. (Three are work-study students).	1182.00
	$5787.00

Supplies

Includes all paper, boards, ink, and other materials needed in the Graphics operation.	3000.00
	$8787.00

It will be necessary to supplement the expense budget from other sources since it is doubtful that the operation will be self-supporting. Major equipment and initial material purchases are not included in the above figures.

GENERAL SIGN SHOP EQUIPMENT

BRAYERS
BULLETIN BOARDS
DESIGN TABLE
DESIGN TOOLS
DESIGN KNIVES
DRYING RACK
FILING CABINETS
FIRE EXTINGUISHER
GENERAL SECRETARIAL EQUIPMENT
GLUE
HOLE PUNCH
INKS
MIMEOGRAPH MACHINE
PAPER
PAPER CUTTER
PAPER RACK STORAGE
PAPER TOWELS
RAGS
RAILROAD BOARD
RUBBER CEMENT
SADDLE STITCHER (SMALL)
SHELVING ON WALLS
SIGN MACHINE
SPIRIT FLUID DUPLICATOR
STAPLER
STYLUSES
TYPE
TYPE CLEANER
TYPE CLEANING BRUSHES
TYPE RACKS
TYPEWRITER
WASTE RECEPTACLES

PART FIVE: Contemporary Society And The College Union

Revolution In A Technological Society

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There is no precedent anywhere for the situation facing the black people of America. In terms of our origins here as a people, our survival in a cruel and forced demographic transposition, our adaptation to an alien culture, and our sustained protest, we are without precedent. It is nothing short of amazing that so few observers recognize the complete novelty of our situation in this country. All sorts of analogies are made to characterize our struggle, but it has subtleties and nuances that defy every analogue.

First, we were not slaves by conquest in war, nor slaves taken as vengeance, nor slaves by virtue of voluntary contracts, nor slaves by virtue of human failure and degeneracy. We are the result of the largest market in human cargo known to the world. Our situation is unique. We survived two-and-a-half centuries of the most massive, artificial transplanting of living organisms from their native habitation the world has ever seen. But we have survived! There were only 20 in 1619 -- today there are 20 million. We endured the change in temperature, the change in climate, the change in ecological balance, the change in barometric pressures, change in flora and fauna, change in ultraviolet rays, and changes in language, religion and customs. By all the laws of Darwin, Spencer, and Malthus, we should be extinct by now. But there were just 20 of us in 1619 and there are 20 million today.

We are unique in another sense: We were denied a chance to live with our own heritage, our own ancestral legacy. We had to abandon all that made us human and assume the role of cattle. Our super-ego, our cultural personhood, the "thou" in us versus the "It," in Martin Buber's terms, were all crushed, and we were treated as though we had none of these human attributes. So --despite the physical jeopardy, the social alienation, the psychological paranoia that were thrust upon us -- we survived.

This makes the black community in America unique. We are unmatched in the world.

Now, here we stand with our remarkable survival test behind us, and before us lies this massive technological society.

Before we could do anything about it, it had a hold on us. None of us can judge it in purely objective terms because we have been nurtured in its matrix.

A. Whatever education we have was training to come to terms with this society. All of the mathematics, illustrations, poetry, novels, and skills were grooming us for Main Street.

B. Our heroes are those who have made it here. We are now finding other heroes worldwide, but our real heroes, close up, were crowned and regaled in America's arenas, on her stages, and by her cameras.

C. We have such a long career incubation period in America that before one can choose whether or not to join the establishment, he is on his way.

D. The values technology supports have eclipsed other values, and success today can appear only in one form: success in the technology race. Values that belong to a more simplistic, pastoral society are associated with dullness, lack of initiative, or lack of capital.

In order to dampen our emotional enthusiasm for America's gadgetry, her plumbing and her swimming pools, her Eldorados and her playthings, her credit cards and her shopping centers, we would need to be hypnotized for a generation.

The profit motive in the economy surrounds us like the air we breathe. Our retirement plans are interwoven with the stock market. The foundation grants we court are products of a market economy. The jobs we plead for -- if they come tomorrow or next year -- will be provided out of the market economy.

In other words, just as soon as our survival of slavery was accomplished we found ourselves with almost no choice but to become participants in a rapidly expanding, urbanized, technological society with a built-in reward system, an inhibition to criticism, severe penalties for those whose participation is lukewarm, and highly visible rewards for the faithful. Nevertheless, we have some severe judgments about this urbanized technology.

1) It has made people insensitive to the weak and the dependent person. It applauds competition and success, not cooperation and supportiveness.

2) It is racist. It keeps authority in white hands. It has a tribalism about it that makes only gestures at meritorious achievement.

3) It thrives on colonialism. It demands a favorable trade balance with weak countries in Latin America, Asia, and Africa.

4) It has to sacrifice moral principles for economic concerns. It can lose 50,000 American boys in Southeast Asia to contain communism but not one in South Africa to contain white supremacy.

5) It fails to distribute its benefits where they are deserving: those who work the hardest enjoy the least.

6) It is devoid of a self-corrective mechanism. Political power resides where economic power dwells. Social passivity is adorned as patriotism. Dissent is assailed as treason. Liberty is an empty slogan. Justice is wrenched from the poor until it distorts itself and becomes oppression.

7) Its military superiority has become an end in itself, defeating moral initiatives that might otherwise be taken in the interest of peace.

8) It has learned to live comfortably with chronic poverty.

9) It has lost the admiration and the respect of smaller, newer nations who have almost nowhere to turn without being swallowed up in the communist camp, which is just as materialistic with less freedom.

10) It stands afraid and irresolute before clear choices that mankind must make because it will not risk any of its apparent advantages.

Yet, it is our country. We have none other. We have earned our place here with our blood and tears, our honor and our lives. Is there anything we can do to strengthen the moral fiber of the nation or to bring about a shift in the way she uses power and wealth? How does a modern, technological country experience a revolution? How do we prepare to shift the locus of power? How can we behave so our efforts will serve to diffuse the concentration of power around materialism and militarism and redirect it in support of a more humanizing social order, the spread of justice, and the protection and well-being of the weak.

Let us learn something from our own past in this country. Let us not be deterred by doctrinaire rhetoric about the system and fail to see what the real possibilities are. We have no precedent for our situation. There is nothing to go on. The capitalism of the early 19th Century is not the capitalism of today. The rural setting of China, Cuba, or Algeria is not our setting. The black numerical majority of West Africa or the Caribbean is not our situation. The apartheid of South Africa is not our situation. The strategies used to transfer power must be related to the stern realities of the American community. Moreover, too many blacks have too much stake in America to be sanguine about her destruction.

This is our dilemma. We see her hypocrisy and her failure, her rigidities and her moral inertia; but the nation and her institutions are a trust to her people, and many blacks share in that trust.

We have contributed to her financial strength. We have supported her military might. We have striven to develop and reform her institutions. Every fiber of her being is strung with the lives of black people. We do not desire her destruction. We desire her redemption.

First we must find a way of combining the new thrust called "black power" with the older efforts that were called "racial pride." We must celebrate our togetherness and our continuum and forsake those divisive spirits who want to make careers of fragmenting black people.

When T.C. Walker roamed Gloucester County, Virginia begging black people to keep their land and buy more, he called it "race pride." Today it would be called "black power." When Dr. Luther P. Jackson gave his life to get black Virginians to vote, he called it "race pride." Today it is called "black power." When black folk in Atlanta, Durham and Richmond, Philadelphia, New York and Nashville built their own banks, churches, lodges, and restaurants, marched in their own parades, and performed on their own stages, this was called "race pride." Today it is "black power."

Of course, a generation gap is inevitable. There has always been a generation gap. But it is shameful, ludicrous, and absurd for older blacks to try to interpret the manifestations of pride for today's black youth, and for today's black youth to look with contempt upon those who did "their thing" in their historical context before the sixties.

Before our full force can be applied to the task of displacing and diffusing power, we need to focus our attention on the real enemy and refrain from internecine sniping. There is no need for blacks -- young or old -- to entertain and amuse patronizing white audiences, in hotel banquet halls or in East Side cocktail parties, by interpreting each other out of existence.

Indeed there are many life styles among us. The black from small, isolated Yankee communities who grew up with white playmates sees things a bit differently from a black born in South Philadelphia or in Richmond's Churchill. Those who were reared in Methodist parsonages with praying parents will see things differently from those reared around bars and cussing parents. There is variety in our talk, in our stride, in our perceptions, and in our Weltanschauung. But this variety need not breed contempt. It should breed a deeper, richer, and longer lasting spirit of genuine community.

So before we face the issue of the power that is lodged at the center of this urban technological society, we will have to find a way to stay in the same room together, with honest dialogue, mutual respect, a warm fellow-feeling and an awareness of the potency of our enemies.

What a pity that so many talented, resourceful, and dedicated black minds have been read out of the movement. To be sure, some read themselves out; but the problems we face are so well known, the evidence so clear, and our suffering so common to us all, that we need not have to unify around particularistic and esoteric black themes. Those who have strong views that give them a unique identity should nurture these among like-minded brothers and sisters, but let us get our thing together on terms that unify rather than divide.

This has particular relevance to a society that is cybernated, key-punched, televised and system-analyzed. It has capacity. It has momentum. It has swift reflexes. Whatever you do evokes a rapid and telltale response. A strike of TWA stewardesses stops contractors, breaks up board meetings, holds up stock transactions, delays marriages, fouls up connecting flights, closes down the airport in Columbus, Dayton, Denver, Kansas City, and points in between. A Con-Ed brown-out stops elevators with millionaires locked in, shuts down computers, closes LaGuardia, jams the D.C. airport because the tower grounds northbound flights. Ralph Nader finds a flaw in Ford's connecting rods, and 400,000 cars have to go in for checkup. How then can we make our best approach to challenge entrenched power? We must have 22 million black voices chanting themes upon which the great masses of them can harmonize. We can sing different parts, but the melody must be supported by harmonic chord progression, thunderous cadences and ringing amens. I repeat, the story of black oppression is not that complicated; the reality of the denial of civil rights is not that incomprehensible; our estrangement from the flow of benefits in America is not that enigmatic, the options open to us are not that varied. Genius is not the capacity to obfuscate issues that have an innate transparency. It is the capacity to see novel approaches to issues that have eluded men of lesser talent. So let that black genius come forth -- now -- and show us those themes that the humble and the gifted, the poor and the sufficient, the young and the old, the college bred and the unlettered can all embrace with a whole heart.

I have been to Dachau and to Auschwitz. Into those chambers were marched the humble, the gifted, the poor, the sufficient, the young, the old, the college bred, and the unlettered.

Not only do we need a continuum among us, linking new black power with old race pride, but before we become so apocalyptic and eschatalogical about revolution, we need a further reapproachment between black identity and the acquisition of those skills that transcend race and culture.

In order for us to embrace our own "nationhood," we need not embrace the concomitant of contempt for that residium of scientific fact, scientific methodology and scientific objectivity that will make all of the difference between success and failure.

There is 110 per cent increase of black college enrollment in the past five years. However, these students have not given themselves to those disciplines that African students, for example, find so necessary for their struggle. Our students are still agonizing over identity crises in a painful and prolonged process. In fact, many of the counselors who serve them have ushered them into this paranoid condition and have left them there.

One does not find out who he is or what he is by isolated introspection and cogitation. One's dignity is not defined in a corner. One knows that dignity that fills the chest and throws the shoulders back by coming on out among people with your head high. Dignity is a social attribute, won in the context of social variableness, not defined in privatized withdrawal. Likewise, one's identity is assured when his selfhood stays intact while in the crossroads of life.

It is important to study black history, black poets and playrights, black art and music and to ground oneself in the black experience; but this is the beginning of things. It is the putting together of the person. Then it is time to move out and attach that person to a chemistry problem, an algebraic equation, a French novel, a physics experiment, a research topic in history, or a riddle in political science.

These are not exclusive alternatives. But I greatly fear that the importance of keeping these parallel emphases is lost. There is some sneaking notion abroad suggesting that too much truck with the sciences is like too much concern for this capitalistic system, too much rehearsal for a place in it. There is not nearly the enthusiasm for those disciplines that the future will require that there should be.

Counselors to black students will have a lot to answer for in the future when this enlarged crop of black graduates ends up in low level civil service jobs, with no capacity to work where power is created and where power is exercised.

We simply cannot make the mistake on our own that the British imposed upon the Africans; namely, breed a crop of paper pushers who need to wait a generation for engineers, metalurgists, meteorologists, surgeons, and architects.

I began by pointing out the uniqueness of our situation. Part of it is the fact that we can see so clearly what kinds of skills and capacities and instrumentalities it will take to dislodge the concentration of power. Now we have the orators and the rhetoric; we need the accountants and lawyers, the technicians and analysts. We have the ball players and singers; now give us some engineers and surgeons.

Being black and beautiful does not exclude one from organic chemistry on logical, ideological, or historical grounds. There may be educational deficits to be overcome, but we will succeed in spite of them, rather than fail because of them.

There must be an ingredient in our black pride that represents a new interest in the mastery of those skills that Hindus, Moslems, Wasps, communists, and the Silent Majority -- even -- must have if they are going to talk about dislodging or redistributing power in a technological society.

I want to live long enough to see every black boy who raps about the system today in a position to pick up one of the pieces of the system and turn it from an instrument of greed and oppression to an instrument of compassion and justice.

Finally, with a new togetherness and with a new breed of young blacks who will include in their identity a well-mastered discipline that the nation will need, let us develop an unprecedented interest in the political machinery of the country -- an interest that will make effective use of our new strength in the cities.

No one knows what direction change will take. There is wisdom in the notion that from the top of the mountains, there is a peripheral vision that one cannot have looking down from half-way up one side. We cannot dictate the terms of power redistribution until that power is real to us -- in our hands. Today the black masses in the cities constitute a field for sociological dissertations, educational experiments, and economic dilettantism. I am crushed by the equating of the black masses with urban blight. Let the black masses be equated with black political strength. This is happening in Newark, in Atlanta, Norfolk, Richmond, and Washington. Only 39 per cent of the eligible voters went to the polls in 1968. For every one who voted, two were asleep, standing on a corner, leaning on a bar, or just pacing up and down. Whenever reference is made to anything urban, it is a reference to black pathology!

All of this must change. Before we get caught up in the rhetoric of revolution, let us comprehend the reality of politics. In a prelude to revolution -- the kind of revolution that redeems rather than destroys, that results in black power rather than black incarceration -- let us translate the black urban masses to black political articulation.

The heavens are not going to divide and lower a new Jerusalem into our midst. If we get together, however, require critical skills, and make our presence felt, the waters will part. We will march across them like they were dry land, scale mountains, and make the desert blossom like a rose.

The Second Most Important Building On The Campus

GILMORE B. SEAVERS
President
Shippensburg State College

All buildings on a college or university campus are vitally important to the institution of higher learning. Campus planning involving consultants, architects, faculty, and students enables college administrators to recommend to boards of trustees, and in some cases to state agencies, campus master plans that provide for the best possible arrangement and location of facilities for learning and living. It is the author's view that the location of a library on campus is of unusual importance, because in his judgment this is the most important building on the campus. The central purpose of this paper is to develop a case supporting the college union as the second most important building on campus.

Before I proceed, may I share with you a few statements regarding Shippensburg State College, one of the 14 state-owned institutions of higher education in Pennsylvania. Its undergraduate programs include the Arts and Sciences, Business Administration, and Teacher Education. A rapidly-developing graduate program, inaugurated in 1959, now offers the Master of Education, Master of Arts, Master of Science, and Master of Science in Library Science degrees.

The total enrollment of 5,000 students includes about 3,700 undergraduates and 1,300 graduate students. Little more than a decade ago we were a single-purpose, undergraduate institution with about 1,000 students. Our long-range plan for the 1970s projects our enrollment to 8-10,000 undergraduate and graduate students by 1980.

The town and campus are located in the Cumberland Valley of Pennsylvania 40 miles southwest of Harrisburg; this is one of the most rapidly growing areas in our Commonwealth. Consequently, Shippensburg State College, an institution of public higher education, has been and will continue to respond to the emerging needs of South Central Pennsylvania. This means that our mission and programs are being developed and expanded to meet the needs of business, industry, and government, as well as education.

We are essentially a regional institution of higher learning since two out of three of our undergraduate students come from the south central area of the state. Others come from areas east of our institution to Philadelphia and from west as far as Pittsburgh. Very few come from out of state. Our graduate students come largely from our section of the Commonwealth and are part-time students whose classes are scheduled during evenings, Saturday mornings, and summer sessions.

During the late 1950's a master campus plan was developed involving the views and judgments of many individuals. The plan provided for significant campus expansion, including a large academic area with a library to be located centrally in this area. To the east and west of this new area, residential areas have been developed. To the north an athletic complex, including a field-house stadium, and a nine-hole instructional golf course were constructed. To the south of the new academic area are the original buildings, including Old Main, built 100 years ago. Old Main will be renovated and remodeled as the administration-faculty center.

Three years ago the new Ezra Lehman Memorial Library was completed and occupied. This is a fully carpeted, air-conditioned structure that houses more than 200,000 volumes on open stacks. During the current academic year eight large building projects are being completed and occupied on our campus. Two of these, the Franklin Science Center and the Dauphin Humanities Center, occupy corner positions in the academic quadrangle in close proximity to the library. A third facility, the Cumberland Union Building, is located on another corner of this academic area and is in close proximity to the library, the instructional facilities, the residential areas; the 50-acre athletic and recreational complex is to its immediate north.

When Shippensburg begins its 101st year in September, 1971, its students, faculty, and administrators, as well as the hundreds of other individuals who visit and use our campus from time to time, will have the services of its second most important building, a college union that was programmed and planned about five years ago with the consulting advice and services of one of your most experienced and distinguished members, Max Andrews.

I hold the view that the library of a college or university should be planned and expanded to serve as the instructional materials center for the institution. Learning is indeed the central purpose and mission of all institutions of higher education. While IHL's have varied purposes, foremost among them must be learning -- learning that takes place between student and teacher, student and student, teacher and teacher, and among these and the staff, alumni and citizens concerned with intellectual and professional pursuits. Research -- important as it is -- and public service are appropriate to colleges and universities when they contribute to learning -- its advancement as well as its transmission and utilization -- and are consonant with those academic freedoms on which learning depends. This statement of philosophy and purpose supports the fact that, according to my judgment, the library of the institution is its most important building.

It seems to me, however, that the college union is the second most important building on campus for a number of significant reasons.

If one believes in the community concept on a college or university campus, and I certainly do, it is of prime importance that there is a well-located facility that enables students, faculty, administrators, alumni, and guests to say, "I will meet you in one of the lounges of the union," or, "I will meet you in the snack bar of the union," or, "I will meet you in the game room of the union," or, "I will meet you in one of the several meeting rooms in the union." The implications of these statements are manifold.

The community concept is essential to effective programs of higher learning, for it provides a wide-range of interpersonal relationships involving all members of the institution's population. The library is materials-oriented. The union is and must be people-oriented.

The facility and program of the college or university union must, therefore, accommodate the community concept if it is to fulfill its role on the institution's campus. I honestly believe this is the case at the hundreds upon hundreds of institutions that have, and in many cases have had for many years, unions to serve all associated with the college or university.

The union must also serve as a communications center for the campus. It is true that there are many cliches stated and argued regarding communications at an institution of higher learning; but in my view, the college or university president, and many other individuals associated with the institution, must continue a constant and continuing concern for communications to be absolutely essential in the administration of the IHL. There are many facets to the planning and management of communications on a campus. One is certainly to be centered in the facility and program of the union. Rooms in the union will have been planned and provided for the various publications, including the college or university's student newspaper, and in many cases there will be facilities for the operation of a college or university radio station. I never underestimate the importance of these communications media in the administration of Shippensburg State College, and I am certain this view is shared by every other college and university president in the country. There are many ways in which the college administration and indeed the faculty leadership can support these communications media in the performance of their functions on the college campus.

Of even greater importance is the opportunity that a college union provides the college administration and faculty to participate in person-to-person associations and communication with students, as well as with one another, through formal and informal meetings in this second-most-important building on the campus.

May I be specific and draw upon one of my personal practices as a president. I have been attempting to devote an hour each week to a meeting with students at some location on the campus, a meeting at which I normally make a brief statement which is followed by a period of questions and answers. One of our student personnel administrators schedules and plans these meetings, which are billed as "An Hour With the President." These are scheduled in lounges or lecture rooms in residence halls or instructional facilities. Each "Hour With the President" is for a different group of students, but in each case the meetings are open, and the college newspaper and radio station cover the discussion.

While I will continue to have these "Hours With the President" held in various locations on the campus, after we occupy the Cumberland Union Building in September 1971, naturally, I will schedule many of these meetings with students in appropriate areas of this new facility. A number of my administrative associates, each in his own way, have informal meetings with groups of students. It is my view that they likewise will be using the Cumberland Union Building for this purpose. This facility enables a balanced situation on a campus, whereby administrators and faculty meet with students in their center at the same time other students are meeting with faculty in the classrooms and laboratories and indeed with administrators in offices.

Another point which I want to make in support of my argument regarding the importance of the union is that it becomes the center for student participation in the governance of the institution. Student government is a misnomer in almost all institutions. It rarely governs, though it often provides a forum where student views on the governing of colleges and universities are heard. The centralization of student politics, a result of having a student government, may reduce the involvement of students in the decentralized schools and departments of the institution. When this happens, it is unfortunate because the greatest possibility of students influencing educational policy can occur on a decentralized basis. This is the kind of student involvement that should be fostered.

Having made this statement of philosophy, may I hasten to add that in practice I believe there should be an organization of student government on the campus with appropriate offices in the college or university union, but I also believe that faculty and students should share in the governance of the institution by serving, in many instances, side-by-side on committees that are important in the governance of the institution. I also believe there should be administrative machinery to assure students of opportunities for being involved at the departmental levels of the college or university.

Certainly, meetings of the student senate and of committees of the student senate are going to take place in the union. While some meetings of faculty and students, as well as meetings of faculty, students, and administrators, can and should take place in administration and faculty facilities on campus, to provide for a balanced situation in many instances, some of these meetings should be scheduled in appropriate rooms of the college or university union. Normally, there are excellent meeting rooms of all sizes well furnished and equipped to accommodate meetings involving a varying number of individuals.

I acknowledge that there must be appropriate policies and provision for a board of control to be responsible for the management of the facilities and the planning and administration of a program in the college or university union. The relationship of this body to student government will vary from institution to institution. In all cases, though, this relationship and its roles must be clearly established and understood by those involved.

That phase of the institution's program beyond the curricula which is normally referred to as the extracurricular program of the institution is of tremendous value to the student during his college and university years. The planning and presentation of this phase of the institution's program is centered in the union. This, of course, includes the ongoing porgrams of many clubs and organizations as well as cultural entertainment and recreational programs. While the learning mission of the IHL is of primary importance, I have always considered the extracurricular program of the college or university to be very important in the lives of at least many students.

The opportunity for students to be involved in the planning, the presentation, and the management of this important phase of the institution's program cannot be over-emphasized whether the student is serving on a planning committee, participating through performance, or working as a part-time employee in the union, these roles will provide him with experiences that will contribute to his future well being and certainly fond memories of his college life.

May I conclude this talk by calling our attention to two magical words in education today. The first is accountability, and the second is reform. It seems to me that both of these words actually do have real meaning for education at all levels and in all of its facets. It is incumbent upon each of us in the planning and management of our institutions and in our areas of the institution's overall program to give a great deal of attention to accountability and reform.

Citizens and taxpayers in the case of public institutions and those who support our private ones are anxious -- yes, demanding -- that the administration of our institutions of higher learning be carried on in a manner to guarantee the best possible return for each dollar invested for capital development, as well as for the operation of our colleges and universities.

Yes, there is an increasing emphasis upon the concept of accountability in education in general and in higher education in particular. It seems to me that those of us associated with the governance of colleges and universities should acachowledge that the goals and programs of our institutuions must accommodate the concept of accountability. Citizens and parents fully expect this of us, and students are increasingly demanding that college faculty and administrators be held accountable for improvements in undergraduate and graduate instruction.

Such improvements will require continuing reform on our campuses. How to create a curriculum that serves the needs of the student as well as the research interests of the teacher, how to treat the individual student as a unique human being in the mass student body, how to make the institution of higher learning seem smaller even as it grows larger, how to establish a range of contact between faculty and students broader than the one-way route across the lectern or through the television screen -- these are major areas of concern, areas requiring consideration for reappraisal and reform.

It seems to me that the director of the college union, his associates, and students who serve on boards of control of the unions on our campuses must join with all others associated with our institutions of higher learning to make a special effort with the objective in mind of having the college or university union measure up on a continuing basis to the objectives of the Association of College Unions-International.

Perceptions Of The Role Of The Union On A Small Campus

JAMES K. SOURS
President
Southern Oregon College

It is my understanding that I am to give you my perceptions of the role of a student union on a small college campus. This I shall try to do, though I must confess that I am not sure how small is "small," nor am I absolutely sure the role of the union on a small campus is necessarily so different from the role of the union on a large, or larger, campus. Most of the somewhat tired cliches I have heard used to describe the role of a union would seem, in large part, to apply equally to large campuses and smaller ones. For example, it has often been said that the college union is "an integral part of the total pattern of higher education," and that the union is the "plus" factor in higher education. Or we have heard that the union is the "living room" of the campus, providing "a home away from home" for many students. It has been said that the union gives students a chance to develop social skills, and that the union provides an unequalled integrating factor in college life, a focal point for the informal coming-together of students and faculty and disciplines. There is very little I could add to such a list, and it seems to me all of these things apply to both large and small campuses. But I shall strive to fulfill my assignments by speaking of campuses like ours, which is relatively small.

Southern Oregon College is a member of the Oregon State System of Higher Education. Its approximately 5,000 students and 500 faculty and staff members go about their business on a main campus of 165 acres in the heart of the city of Ashland, a city with a population of about 12,500. The college is the most rapidly growing one in the State System, having more than quadrupled its student population since 1960. Long range goals have been established for the 1970's, and they envisage a 1980 student population of about 7,000. Originally a teachers' college, Southern Oregon College has been, for about 15 years, making the transition to a liberal arts and sciences emphasis, retaining its historic mission of teacher preparation. To these programs have been added such vocationally-oriented degree programs as business, law enforcement, and nursing.

The mix of our student body is changing slowly. Nearly one-half of our students come from our own county and two adjacent ones. However, more and more the school is attracting students from greater distances. About 12 per cent come from other states, notably California, whose northern boundary is just 12 miles south of Ashland. We have about 60 international students, not counting 41 from Hawaii, and we have recently launched Project SOC, Students of Other Cultures, for the nearly 60 blacks, Indian Americans and Mexican Americans on our campus. Our graduate students approximate 5-7 per cent of our student body. Of the remainder, about 60 per cent are freshmen and sophomores, about 40 per center juniors and seniors. This division, however, will undoubtedly shift toward a 50-50 percentage as two, two-year college transfer programs are launched next September within a radius of 65 miles from Ashland. One-third of our students live in college housing, one-third live in family homes within commuting distance, and the remaining one-third are renting non-campus housing. Slightly more than 20 per cent of our students are married. This, then, is the student population served by our Britt Student Center, the name we call our present student union, a converted gymnasium. Nearing completion is an 80,000-square-foot. $3 1/2 million student union which has yet to be named.

The city of Ashland is not exactly long on recreational facilities that appeal to college students. However, it does boast one of the most beautiful and heavily used public parks in the Pacific Northwest, and the productions of the Oregon Shakespearean Festival Association, in its two Ashland theaters, are very popular. There is only one movie house, which, together with one bowling alley, just about completes the list of recreational outlets off the campus. Fortunately, these facilities are augmented, at least for students with cars, by the facilities of Medford, a city of about 30,000 just 10 miles away.

Even so, I believe you can see that, for a campus like ours, many students must depend heavily on the union for entertainment. And I feel our union does a very fine job of answering the need. While at the present time our game space is severely limited, there are many film series, concerts, lectures, dances, festivals, and other programs that offer students, faculty, and even the public many entertainment opportunities. And this, as I indicated, is very important in a setting like ours. The new union building will include a music listening room, space for art exhibits, hobby rooms, and an ice skating rink in addition to the other, quite common, facilities.

This year, in an effort to enhance dormitory living by extending the union's programs to them more effectively, we added a full-time person to work in a liaison capacity between the union and our two dormitory complexes. While it is too early to evaluate this move effectively, it would appear to have been a good idea. It would be my feeling that more liaison should occur in the future on some other fronts as well. For example, our union takes no special cognizance, as far as I am aware, of the fact that more than one-fifth of our students are married. When I led the planning of the first union building at Wichita State University, we included a nursery and special programs, especially on weekends, for married students. I also believe our union needs more effective relationships with those who handle intramurals so the union program could aid in expanding such extramural functions. There is no reason to think only of a union program as being confined within the walls of the union building. I would also like to see our union program, and those responsible for it, explore the possibilities of relating the union more closely to the Oregon Shakespearean Festival Association, the Peter Britt Music Festival in historic, nearby Jacksonville, the Rogue Valley Symphony Orchestra, and other cultural or environmental associations whose programs operate in our vicinity.

Now I should like to turn my attention to a slightly different level and pose a possible challenge or two to unions operating on campuses similar to ours, at least, and perhaps to all unions regardless of campus size. It seems to me that colleges are not doing as well as they should be for young people in at least two very important respects, and perhaps the union could be an important factor in bringing about needed change.

One of the problems, often voiced by students in a variety of ways, is the need for greater interdisciplinary activity. I believe this is partly what students mean when they decry a lack of "relevance" in their educational experience. And I think this is also partly what underlies the development, on many campuses, of the "free university" concept -- in other words, courses or programs organized and often taught by students and which have a "Now" emphasis and orientation. It is a way of striking back at the excessive rigidities that characterize our disciplinary organizational structure. It is a way of bringing to bear on current problems of concern to students the knowledge, skills and orientations of a variety of people. It is also a way of coping with the monumentally slow pace at which faculties, with all of their curricular and committee paraphernalia, finally bring about change -- if at all. Students have used this concept because they have learned that, far too often, getting the faculty to agree to change the academic structure, or to change the curriculum, is like trying to move a cemetery.

Why shouldn't those charged with union programming take a look at this problem with a view to extending the extra-curricular and extra-classroom options for students and for faculty? To be sure, the union often sponsors speakers and lecturers. But these appearances too frequently have the earmarks of being "canned." They are often stale and irrelevant. Why couldn't these be supplemented with a variety of symposia, workshops and the like, utilizing the imagination and talents of both students and faculty, and dealing with topics of current concern to both students and faculty? Such programs could supplement classroom or laboratory work relating to environmental problems, or population problems, or economic or health problems. They could enlarge students' knowledge and understanding of vocational areas, or they could be totally devoid of any such practical significance. The union could do much to foster and schedule such events, coordinate them with the bookstore or the educational media center, and see that they receive the proper promotion. In other words, let's use the union and its program to develop useful alternatives to the shortcomings of the classroom. I believe some things of this sort are probably already being done. But let's more fully arttculate the idea and move it ahead.

The other area of concern to me has to do with the erosion of the understanding and practice of democracy on our campuses. Colleges are failing to provide students with the necessary experiences or the necessary examples. And this, I submit, is the making of a dramatic and national tragedy.

It seems to me that the union is peculiarly well-placed in the campus scheme to come to grips with this problem. The library, the teacher, the classroom and the laboratory are all vital accoutrements to the higher educational process. But in America, our great material endowment has made it possible for us to supplement this process and these other resources with the provision of such things as the union. It would be my contention that such a facility as a union can be justified as a legitimate one for a collge only if it contributes significantly to the total process of experience and learning called education.

The union is the one spot on campus where students can have meaningful experiences in responsibility without too much static from the faculty and administration. It is generally recognized that, while the union does and should serve many publics, it is basically by and for students. Yet too frequently, I would guess, the typical student finds the union and its programs dominated by a self-perpetuating committee system that rather effectively cuts him off and forces him into that glob mistakenly called "the silent majority." True, there are applications, nominations, and elections; but these must not be masquerades providing an outward facade of democracy while shielding the oligarchic operations within.

But beyond the governance of union programs, the union is especially well-suited among our campus agencies to enlarge the students' knowledge and capacities. More than any other place on campus the union can encourage the development, at one and the same time, of needed personal independence and of interdependence. Independence is acquired through exercises in responsibility and trust, and through learning to make mature choices. Yet interdependence is learned through exercises in cooperation and through having the right to make mistakes as the learning goes on. Both independence and a conscious sense of interdependence are essential to the democratic process. The union is admirably endowed with the capacity to provide students -- and many more students than they typically do -- with these invaluable experiences.

About 11 years or so ago, a panel of notable men and women produced a report on American Democracy for the Rockefeller Brother's Fund. Entitled The Power of the Democratic Idea, the report said, in part:

> The story of modern democracy is more than the story of an aspiration. It is also a story of practical accomplishment ... modern democracies have repeatedly shown that they have an inner gristle and that they can outlast other social systems when their citizens have the education, habits, and courage that make democracy work. (Emphasis added.)

I am saying that the entire college, and especially the union, must enable the student to experience that "practical accomplishment" and to develop the "habits" and the "courage" that are necessary. It is a mighty challenge.

Loneliness

RONALD JACKSON
Dean for Student Life
University of Rochester

As I tried to think about the concept of isolation or loneliness, my first thought was to turn to literature to see what was available from various people in the behavioral sciences. I discovered there was not a whole lot of discussion of this topic. It seems to be one that people are quite willing to avoid, not only in their personal lives but in their professional study as well. I did learn something quite recently, though, about isolation and about loneliness, and I learned it coming down here on Allegheny Airlines. I learned, among other things, that man can survive for two whole days on nothing more than Tums and Dramamine, but I also learned a little bit about loneliness. I came down with one of my traveling companions being Burt Teh, who is a gentleman of oriental extraction. As you can see, I don't quite fit that description myself. But I discovered as we traveled up and down, and around and up and down again on Allegheny that the great common element, the great humanity in both of us, came right to the surface. It really wasn't apparent to me until, in desperation, we got off that damn thing in Clarksburg because we couldn't stand it any longer. Well ... when we got off, what we discovered was that not only did we have the same kinds of feelings about the experience that we had had, but we had literally been transformed so that we were now very similar kinds of people. No longer was Burt a man of yellow skin and I one of white, we were both equally the same color green. I must say I don't recommend that as a cure for loneliness.

Much of what I would like to say to you in this paper is intended to evoke in you a mood of sensitivity to yourselves, because I feel that both the essence of loneliness and the values of loneliness lie within each of us. Therefore, my principal aim is to try to help you call those forth in yourselves.

I'd like to begin by looking at what I believe to be a few of the roots of loneliness in our particular society and then to talk a little bit about some personal reactions that I have to the concept of loneliness as I understand it in myself and to finish off by talking a little about some ways I think we can begin to deal with the problems of loneliness that confront us. Let me share with you as a beginning this very moving poem about loneliness and isolation written by a schizophrenic patient. The poem is titled, "And Is There Anyone at All?"

And is there anyone at all?

And is
There anyone at all?
I am knocking at the oaken door ...
And will it open
Never now no more?
I am calling, calling to you --
Don't you hear?
And is there anyone
Near?
And does this empty silence have to be?
And is there no-one there at all
To answer me?

I do not know the road --
I fear to fall
And is there anyone
At all?

If you are like me, you probably have a tendency to avoid loneliness. We tend to fill our time, even with meaningless activities, to avoid feeling lonely. For others who are lonely, we urge them to avoid the feeling by keeping busy so that their loneliness will pass. We react in this way, I think, not only because of the terror we experience in loneliness, but also because we fail to understand the complex roots of loneliness in the human condition. The centuries-old philosophical roots of loneliness amd alienation are made vivid in this excerpt from Rollo May's thinking. May notes that:

> Underlying the economic, social and psychological aspects of alienation can be found a profound common denominator, namely, the alienation which is the ultimate consequence of four centuries of the outworking of the separation of man as subject from the objective world. This alienation has expressed itself for several centuries in Western man's passion to gain power over nature, but now shows itself in an estrangement from nature and in a vague, unarticulated and half-suppressed sense of despair of gaining any real relationship with the natural world, including one's own body.

An even more basic source of loneliness is described by Clark Moustakas, whose book, called simply "Loneliness," I would recommend to you as the most stimulating exploration of loneliness I have found. Moustakas views loneliness as inherent in the nature of man. Loneliness, he says, "is as much organic to human existence as the blood is to the heart. The experience of separation or isolation is not unhealthy any more than any condition of human existence is unhealthy." Even further, he goes on to say that "it is necessary for every person to recognize his own loneliness .. to be intensely aware that ultimately in every fiber of his being, man is alone. Terribly, utterly, alone."

These two roots of loneliness you and I share in common with all men. At least with all men in the Western world. Philip Slater brings to light one of the roots of loneliness that may be very peculiarly rooted in the American character. Slater reminds us of what we conveniently forget in recalling our forefathers. Namely, that it was the disenchanted and the rootless who settled this country. He traces one root of our particular form of loneliness to its source in this way. He says,

> "If we gained the energetic and the daring, we also gained the lion's share of the rootless, the unscrupulous and those who value money over relationships and those who put self-aggrandizement ahead of love and loyalty. And most of all, we gained a critically undue proportion of persons who when faced with a difficult situation tended to check the whole thing and flee to a new environment. Escaping, evading and avoiding are responses which lie at the base of much that is peculiarly American -- the suburbs, the automobile, the self-service store and so on."

It is also obvious, I think, to all of the persons in this room, and to most of the people in our society, that another root of loneliness in our present day and age is the technological machinations of our particular, sophisticated culture. Our technology is difficult to live with, in my opinion, not so much because it is bad per se, nor even because its developers are foisting things off on us which we don't need or don't want. In my opinion, the cardinal reason our technology has intensified our loneliness is because it presents us with so many possibilities and so many opportunities. This plethora of opportunities thrusts uncertainty into every aspect of our lives, and I submit to you that there are few things more difficult for human beings to deal with than true situations of uncertainty. One of the most disturbing things about television, as just one example, is not that it carries so few good ideas, as critics often say, but precisely the opposite. It supplies us with more ideas and information than we can possibly comprehend. And it supplies these ideas in a relatively "hot," to use a McLuhanesque word, form which is difficult for us to ignore or evade. The uncertainty thus aroused is, in my opinion, one of the most difficult things we have to cope with. Since television, it is more difficult for us, for example, to deny our ties with the starving Biafrans or dying Vietnamese. When we sense our brotherhood through this medium, with these various peoples, and yet realize that we are doing little to establish meaningful ties with these people, our sense of alienation is increased.

The things I have cited to this point are some of the roots of loneliness that apply across our culture. I think there is at least one that I would like to make reference to which, in my opinion, is peculiar to our college and university campuses which seem to have their own separate and special brand of loneliness. I'd like to relate to you the myth of relation as described by a member of our faculty. He begins:

> "Ah love, let us be true to one another. The social unit at Rochester, though I suspect this tends to be true at many more colleges than merely the University of Rochester, tends to be the twosome. A boy and girl who have achieved what

> they would call a "meaningful relationship." Now I certainly have nothing against the twosome but here, it seems it bears a kind of emphasis that springs from a larger desperation. The idea of the relationship between two people as something they create ex nihlio, from nothing, implies an initial isolation. We flee to the other because we are alone. And indeed, I observe in my students," he says, "a curious harshness towards others. No one is harder on Rochester students than other students. Not even me. Thus, our boy and girl do not beome the source of a new community. They only succeed in being alone together."

I want to point out that in viewing loneliness we tend to see it principally as a negative kind of experience. In my estimation and that of others, it has a considerable value for us if we are alert to the possibilities it holds in a positive way. Clark Moustakas, whom I cited earlier, makes note of the fact that, "at bottom, the experience of loneliness exists in its own right as a source of power and creativity .. as a source of insight and direction. As a requirement of living, no matter how much love and affirmation one receives in his work and in his relationships with others."

I would like to share with you some of the things, some of the thoughts and feelings I have in trying to deal with my own loneliness and to come to some understanding of what loneliness means for me and whether or not it has any value for me. I discovered when I try to be honest with myself, I have to reckon with several questions: What are the things which I fear if I let you in? If you penetrate my loneliness, what's really going to happen to me? And I guess in all honestly I have to say, though I realize each one of us would answer that question differently, that I have to fear that you will find the cracks and the flaws in me. That you will learn how inconsistent I am if I let you in. And you might come to know how perverse I can really be. That you will find these big ugly clay feet which never quite seem visible to me.

When I consider my own loneliness I have to consider the question of what I gain by holding you out, by keeping you away from me? We do few things without receiving some gain in return, and since it's obvious there are barriers between us, I think it's important that we try to come to some understanding of the gains we get in maintaining our loneliness. One of the things I gain by holding you out, which doesn't please me very much to recognize, may very well be a certain sense of superiority. If I don't know who you are, then I can suppose that I am better than you are in one way or another. I can maintain a belief in my ability, my wisdom to make judgments about people. I can know you just by looking at you. I can size you up by a chance remark, and I don't have to test that out; I can be assured that I am right. I can avoid the question of whether or not you are willing to let me in. I don't have to deal with that if I make up my mind I am going to keep you out. And another thing I can gain by holding you out is escaping the tension which is involved -- inevitably involved -- in learning to care anew, as we have to do with each and every new person whom we come to know.

What do I risk when I let you in? Ah, I risk one of the hardest things of all. I risk having to change. I just can't stay the same person if you really get to me because you're going to have some influence on me. It's very tough for me to take that risk, and I have to recognize that when I look at this particular question. I also have to recognize that I risk the possibility of having to give up my biases. You may force me to challenge some of my ideas about you or about people in general, or about tall people or white people or black people or fat people or jolly people or something else. I have to run the risk that you may accept me less than I accept you if I let you in. But even worse than that, I have to run the risk that you will accept me more than I can accept you.

I have to try to deal, for myself at least, with the question of how and when my loneliness is good form. Though I run from it as I indicated earlier and struggle with it when it becomes unavoidable and inevitable, I have a certain understanding that I need loneliness when I need to rediscover my own sensitivities and potentials. I need loneliness when I have to recover my own sense of relatedness to myself or to nature.

What is it that I have so much to fear about being alone with myself? I have to fear that I will learn about myself, and I may learn things about me that are very difficult for me to handle. I may have to recognize that even though I have tried very hard, I really haven't changed very much, and I am still very much the same person that I was some time ago. I have to fear in my own loneliness the realization that I may have more potential than I'm using ... that I can never quite seem to put it to use.

And finally, a question that seems important to me in thinking about my loneliness is the question: When is my desire for relatedness a "cop-out" on myself? Faced with that question, I'm forced to recognize that it is a cop-out when I need to think when I need to take stock of myself, when I have a tough task that I know full well only I can do alone. At those times, my being friendly, my seeking you out is simply copping-out on some of the realities that I have to deal with.

With this explication of some of the roots of loneliness and some of my own feelings and reactions to loneliness, I would like to take a few minutes to share with you some of the things I think we can do as a means of dealing with our own loneliness and that of others. My first suggestion is that we must realize that "I care, therefore, I am," may very well be an appropriate maxim for our day and age. Our era, as you know, has been very tough on values. We described them as being destroyed by our technology. We claim that they are only relative and not absolute. We show a lack of faith in virtually any values that anyone offers to us. It's a great fad; any bright college student can poke holes in any set of values offered to him. He has great facility in doing this and we who help students learn are also schooled in the same process. We seem to be living in an age when no values remain for us. That, I think, is a great source of difficulty and loneliness, for as Moustakas has said, "Perhaps the loneliness of a meaningless existence, the absence of values, convictions, beliefs, and the fear of isolation are the most terrible kind of loneliness anxiety." I feel that that is precisely the position we're in in the relatively valueless world in which we live. So, my suggestion is that we must plumb the depths of our values as means of dealing with our own loneliness. I offer to you for your consideration those words of William Sloane Coffin that I quoted just a moment ago. I ask you to consider as a prime axiom of your life and words, "I care, therefore, I am." In my opinion, this caring will enable us to see the other people in our lives. Not only to see, but to act on that seeing and knowing of who they are and what they are. And will enable us to deal with the natural kinds of resistances to relatedness which exists in all of us.

I would like to suggest that each of you make an effort to outwit your neighbors in the same sense in which Edward Markham talks about being outwitted. He says this:

"He drew a circle that shut me out.
Heretic, rebel, a thing to flount.
But love and I had the wit to win;
We drew a circle that took him in!"

My suggestion for dealing with our own loneliness is to encourage each and every one of us to make an attempt to rediscover the values of loneliness. As I indicated earlier, very briefly, Moustakas has noted some of the things he feels are values in loneliness and some of the advantages and potentials it has for us. I often have the sense that we as a people, myself included, have lost our courage. Maybe we are afraid to be alone. Maybe we've let slip through our fingers the glories and virtues of standing alone. Maybe we're afraid we don't have the stuff to deal with the challenges which we and our machines have created. Nor those which nature has and does still thrust upon us. We seem to be in panicked flight into grouping us in togetherness of all forms. I think, my friends, that we need to take heart. We need stirring reminders of the virtues and glories of being alone and standing alone. We need to draw on the inspiration of those who have stood alone and enjoyed it and triumphed in it. We of small courage and less fortitude who quiver irresolute at every whim or changing tide in modern life, need renewed sustenance to be ourselves alone. At this point, I think we are well advised to consider DaVinci's brief maxim, "If you are alone, you are your own man."

In my opinion, each of us is like a sparkling drop of water, a fascinating microcosm, a complex pulsating particle of life. The surface tension which holds the drop together and gives it its distinctiveness, deprives it of a chance to amalgamate with other drops in making a more varied stream or pool. We, very much like drops of water, have our surface tension of distinctive doubts and defenses which make it difficult for us to form meaningful unions with one another. Unlike the shimmering drop of water, however, we do not have to surrender our uniqueness when we achieve union with our kind. Instead, we gain a richness and depth not otherwise attainable. Moreover, we have a power which the miraculous drop will never possess. We can, at will, redistribute the surface tension of our doubts and defenses. We can move back and forth from loneliness to relatedness and back again ... with the loss only of our doubts and defenses, not of our identity.

Finally, I would suggest, as a means of coming to grips with our loneliness, that we have to be prepared to challenge the rhetoric of devisivness which is rampant in our land today. It seems to me that insistence upon this kind of rhetoric is one of the few things that unites such diverse people as Richard Nixon and Spiro Agnew on the one hand and the hippy freaks whom they decry, on the other hand. All across the land we hear words about how different people are, how the generations can't get along, how blacks and whites can't get along, how those who are in favor of peace can't get along with those who are in favor of the war, etc. I think we have swallowed far too much of this kind of thing, and it has encouraged us to overlook the very commonalities which cut through all of those differences, however important those differences may be. I propose to you that challenging that kind of rhetoric may very well be one of the ways of trying to deal with the loneliness we experience. It seems to me the question here is principally a matter of our point of view -- that one of the keys to dealing with isolation in modern life for most of us is simply finding a new way to look at the situations that confront us. I think we have been too much persuaded by the kind of rhetoric that is so well communicated by our media. What is the new way I would suggest? Let me give you just one example. We are constantly bombarded with the idea that every piece of new technology dehumanizes us and isolates us more than ever before. One of the prime examples that is offered for our consideration is that of the automobile. It is frequently cited as a culprit that is splitting up the family, driving wedges through neighborhoods, separating friends, and for all manner of other dehumanizing ailments. What we overlook, when we accept this point of view uncritically, is the fact, and it's just as much a fact, that the automobile also gives us opportunity to go to college anywhere in this particular country, to have a choice of mates from coast-to-coast rather than in our local neighborhood, to meet and know and maintain relationships with countless people who enrich us in ways we could have never gained without them. Well, my point is simply that I think we need to look at both sides of the problems we face because, in my view, the key is not in our machines -- it lies within us.

Finally, I think we need to concern ourselves more than we have in recent times, as a means of examining this rhetoric of devisiveness, with the question of restoring order. Now, lest you put me in Spiro's law-and-order bag, where I do not choose to be, I mean to emphasize order in the sense of rejuvenating the individual's sense of order and norms in relatedness to other people -- not order in the sense of having it imposed by external forces from the outside. I guess you might say in a way that this turns out simply to be another way of saying we must renew our search for basic values. I would simply ask you to consider that the rule, the norm that limits you, limits me too. That immediately gives you and me a connectedness that we would not otherwise have. Without the orderliness of norms, mores, and rules, we experience a feeling of boundlessness which sets us adrift in a universe of over-expanding distances between persons. If you do only your thing, and I do only my thing, how can we ever do our thing?

In closing, I would like to cite one last quotation and then try to turn it to our use. Lord Buckley has asked the question, "Would it embarrass you very much, if I were to tell you that I love you?" When this session ends, I'd like to suggest that you consider this take off on Lord Buckley's question. I suggest that you turn to the nearest person whom you don't know in this room and ask this question, "Would it embarrass you very much, if I were to tell you that I would like to know you?" Thank you.

Today's Romantic

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Home after a hard day, father relaxes into the otherworldly tension of the evening paper. One of the formulaic sketches he finds to tickle his anger is the article -- inevitably an "in depth report" -- on youthful unrest. Tonight's article may deal with dope, last night's with revolution, tomorrow's with sex, but the article is always there. The journalist is a practitioner of western scholarship; he is the quick-draw historian, aspiring to the absurdity of objective reportage, striving simplistically to get at causes. His report on youthful unrest is a bland listing of facts, lacking pedagogical setting, lacking overt editorializing: two out of three students feel that there should be stricter laws against pollution; three out of five would be willing to marry a person of another race; three out of four students who attend prestigous universities have smoked marijuana. No comment. Just the facts. Four hundred and twenty-five thousand attend an anti-war rally. Eleven thousand attend a pro-war rally. Is this good? Bad? Indifferent? Hard to say what it means. Things do seem to be changing, and the reasons for the changes, the reasons for youthful unhappiness are there to be found in other parts of the paper. The usual stuff: Vietnam, oil slicks on the watery deep, wrecks on the highway, the escalation of infant mortality caused by peaceful atomic radiation leakage. The historically trained person, whether journalist or member of the President's Commission on Campus Unrest, hunts for a simple cause for it all, and the war in Southeast Asia is the main candidate for scapegoat. When Daniel Patrick Moynihan, who used to be sort of a scholar, left the Nixon administration, he commented that oversimplification was a great danger and that what is needed are people willing to face the complexities of the real world. The streamlined causation found in the daily paper explains nothing, it just irritates; it stokes the anger father feels when he skims the article on youthful unrest, the anger which is expressed similarly in the faculty meeting and in the smoky gambling den of the V.F.W. hall. Everyone knows what the causes of youthful unrest are but nobody has sought efficiently for the patterns in that unrest. The problem, to restate Moynihan's position, is that scholars, quasischolars like journalists, and the people influenced by those writers -- almost everyone, that is -- persist in historicist mythologizing; they still feel it is worthwhile to select tidbits out of reality to arrange into an ersatz causational sequence. What we need is a whole lot more cultural systems theory and a lot less linear simplification, a whole lot more anthropology and a little less history, a whole lot more compassion and an end to superficial bickering.

Father and his journalistic informer (and the future historian who will look at the voting patterns of the one and the words of the other in order to create the myth of our times) don't know what's happening. They can enumerate the causes, they think, and they see the effects -- all that hair -- but it doesn't make much sense. When they ask directly for an appraisal, they get some joyous blend of argot and leftfield dogma: "Well, you see, it's like, you know, all this repression coming down and, like, it's just, you know, too much. Can you dig it?" After having lent an earnest ear, father can say he tried and denounce the matter as balderdash, just as the journalists and legislators, after having listened to a list of civil rights demands, could wander off, shaking their heads and muttering, "what do they want?" Any person finds it difficult to outline the systematic dynamism of his own culture. Although his culture is old, father would have a hard time doing better than quoting the likes of Henry Ford and Everett McKinley Dirksen and embedding those quotations in aphoristic jargoning about the work ethic, competitiveness, and obedience: "Well, it's this way: play the game to the best of your abilities and you will be rewarded with anonymity." A person need not be in control of the technical terminology of structural linguistics in order to speak grammatically; a person need not be aesthetic philosopher to paint gloriously; a person need not be able to articulate his culture to operate consistently. The kids are operating within the clear confines of a culture. If you would understand them, you would need to know them well enough to find the patterns in their behavior. The patterns are there; that's how people are. The set of ideas people are calling the youth culture is neither a mindless response nor a vague collage; it is a workable, intellectual response to a nearly intolerable situation.

It has happened before. Ours is not the first age to be characterized by an awareness of waste -- the waste of life in war, the industrial waste of the physical environment, the waste of energy in dehumanizing labor, the waste of culture in educational conformity, the waste of human potential in social classification. What's happening is that another wave of the Renaissance has hit the shore -- another terrific splash of rationalism, progressive technology and paranoic individualism. Life is left on the beach even more fragmented than before. The response to the Renaissance flood is romanticism. When you think of the Renaissance you think of exactly the kind of advancement we call progress today: scientists and statesmen and artists experimenting to intensify control over unknown things. When the Renaissance was new, even then there was a negative twitch. Savanarola recognized what the revival of science could do to spirituality. As an old man, Botticelli returned to a more medieval painting style. The Renaissance mentality had gathered its momentum, however, and it produced mimetic art of great technical proficiency (and spiritless superficiality), great nations with colonial systems (and endless wars), great technological advances (and the destruction of the environment), and humanistic individualism (and slavery). The momentum hit its second peak in the middle of the Eighteenth Century when the Renaissance became part of the life of the workaday man -- agriculture became scientific, the country home became classically symmetrical. It was at this time of encyclopedic thinkers that Jean Jacques Rousseau was blown away by the answer to the question of an essay contest, "Has the revival of arts and sciences done more to corrupt or purify morals?" The answer, of course, was that progress, while benefiting technology, was harmful to man. Another century passed and man was not influenced by the Renaissance -- he was swamped by it. Industrial gunk blanked out the sun and stopped the streams. Unemployed farm people streamed into the slums, middle class people into the suburbs. Great governments were engaged in capitalistic, genocidal wars against tiny countries. All across Europe, intellectuals sought sanity in the fading countryside, in the faded past. In England, William Morris, a bearded college student, declared his hatred for his times. The only hope, he felt, was in revolution and a return to the period before the Renaissance when joy had not been wrung out of life by capitalism. Morris the weaver, painter, poet, designer, Morris the genius who died at the end of the last century, provides us with the perfect prototype for today's radical romantic.

The stimulus today is the same as it was in the middle of the Eighteenth and in the middle of the Nineteenth centuries. It is stronger, but it is the same. And the response is the same, if stronger. I don't believe that people like Bob Dylan or Jerry Garcia and Joni Mitchell or Ken Kesey or Andy Warhol sit around reading Rousseau or William Morris, so the point is not that they are consciously imitating a past romanticism, but rather that they are sensitive individuals who, because they live within the frame of western culture, react predictably to the specific stimulus of rationalistic, technological, individualistic terror. In fact, to think with Thomas Jefferson and pretty well anybody who has pondered history, it is exactly because the leaders of the youth culture do not read the romantics of the past that they have been unable to move beyond the predictable replication of the past.

Romanticism is often used to connote a variety of silliness. Rousseau was not a fool and neither was William Morris. Romanticism is not stupid, it is one of the few viable possibilities for the thinking individual. Most people simply go with the flow, unthinking. After one recognizes the absurdity of his situation, he can elect to live the absurdity. An alternative is pointless revolution -- the dedication of life to the destruction of the absurdity. People read about revolution, some take on the title revolutionary; others use the name in accusation; but the revolutionary alternative is virtually unknown in America today. If there were even a small number of revolutionaries in America today, neither President Nixon nor Vice President Agnew would be alive. The talk about revolution is the traditional rhetoric of the radical romantic.

The romantic philosophy entails moving outside of the area of current, mainstream culture to create a new present out of preexisting cultures which have been reinterpreted to emphasize their good aspects and eliminate their bad aspects. Some romanticism takes the form of historic nativism -- the retention of selected aspects of an esoteric culture. Some black, Spanish-speaking, and American Indian youths are working to revitalize aspects of their distinct cultures. Third generation members of ethnic minorities are dipping into the reserves of their Polish or Italian or Chinese past to produce for themselves a new culture. Aware of negative external influences, country kids -- in the South especially -- are proudly working on the revival of parts of their old culture. Another form of romanticism involves the utilization of ideas from an alien past or from contemporary alien cultures in the construction of a synthetic new culture. In both forms of romanticism, the familiar and the foreign, the action is the same. There is, first, a negative reaction to the mass culture, followed by the construction of a synthetic culture out of ideas drawn from cultures other than the mass culture. The new, synthetic culture, which may be a simple nativistic compound or a complex, eclectic blend, provides the person with an alternative to the dominant culture.

The alternative culture, the culture of the radical romantic, is primarily anti-Renaissance, but it is not merely an anticulture.

The intellectual means of the modern romantic culture is antirationalistic, but that does not mean that it is unintellectual; rather it means that the logical quest for knowledge has been replaced by a set of intuitive techniques, a return to spiritualism. ESP, astrology, neorevivalistic Christianity, mind expanding drugs, meditation, oriental philosophies -- all of these, as the kids use them, are means to intellectual stimulation without resorting to classical western logic. The same metalogical sources were sought by the romantics of the past. Morris and his Pre-Raphaelite buddies toyed with the idea of forming a medieval monastery. Coleridge's "Kubla Khan," a fantasy of western orientalism, came automatically out of his mental activities under opium. The rock stars similarly credit dope or mysticism with inspiration and claim that their art is not a surface labor: it comes surging from the depths of their minds. They don't fret over endless drafts of lyrics. The words and music "just come." The members of the audience, when taking courses, are impatient with tried-and-true method, impatient with facts; they wish to leap intuitionally to the correct answer and to great art. Allen Ginsberg could do it and so could Coleridge, why not the fuzzy kid in English 102?

The radical romantic rejects the social, racial, and economic prejudices of modern society. The result is the (hopefully egalitarian, but often snobbish) communal ethos which is pervasive and the commune, the romantic's community. The commune's philosophy is taken out of an idealized perception of the sociology of the American Indian or the pioneer or the old-time mountaineer, all of whom are regularly evoked in the denim and leather and beaded dress of the kids. The essence of the communal spirit is the same that is at the base of Rousseau's social contract:

> Each one of us puts into the community his person and all his powers under the supreme direction of the general will; and as a body, we incorporate every member as an indivisible part of the whole.

Because the social pattern is a selective and idealistic matter, the modern romantic commune, like the romantic intentional community of the Nineteenth Century, is generally a failure. A communalist out in Mendocino admits that the only way a commune can make it is on parental donations, public welfare, or dope dealing. Like Brook Farm, the modern commune is socially sophisticated in its elimination of social distinction and property but economically naive. Not all Indians, pioneers, and mountaineers had much time for smoking reefers, meditating, or writing poetry. The communalist wants to do his thing, but he doesn't realize, as Rousseau did, that he can have an alternative community only by utterly surrendering his individualism to the group will. It took Rousseau's Swiss peasants much hard work and the willingness to conform strictly to insure their classless existence. Toil and sweat and authoritarian organization are aspects of the old-fashioned agricultural existence which the kids have edited out; not many middle-class kids, no matter how deep their romantic commitment, want to put in the farmer's ten hour day every day.

The political situation is similar. William Morris envisioned a better world when he wrote of the coming revolution and spent much time writing socialist tracts and marching in demonstrations. The kids perceive the political ills of the modern world clearly, just as they perceive the social ills. But just as they do not wish to labor at the commune's economy, they are not interested in the practical problems of government. They are, instead, interested in art, and their political involvement for the most part amounts to the artistic utilization of political material. The bull-horn speech, the underground paper, the "protest song" are all primarily utilizations of political themes for aesthetic intent. If you read about the usual demonstration in the paper, you would think revolution is on its way, but anyone who has been there knows that the demonstration is a piece of commedia dell'arte. Seasoned police, like those of Washington, D.C., become aware of the roles of performers in this piece of living theatre, and as long as you know the rules, nobody will get hurt and everyone will have a good, cathartic time. The demonstration is a participational art work; the speakers have a small set of verbal formulae, the audience has a small set of behavioral rules. The kids come in order to freak the straights with outlandish costumes, nudity, and naughty words, for that affirms their community. They also come in order to get tear gassed, for it is well to be committed enough to your ideology to suffer for it. Think of Byron dying in Greece. Effective pathos. And it becomes real tragedy when some of the people in the play think it's life rather than drama, runamock and murder the actors; that's what happened in Detroit and at Kent State.

The modern romantic culture is basically aesthetic. The kind of mental activity which is valued is that of the artist rather than the scientist; the modern romantic is a revivalistic, intuitive bricoleur. The commune is ordered on pleasure rather than industry; the modern romantic returns to nature more as a gardener than a farmer, more as a poet than a gardener. The politics of the romantic are radical, not practically radical, but radically artistic. This is how the modern youth culture romantic is; it's how the romantics of the Nineteenth, Eighteenth, and Fifteenth centuries were. The romantic is first an artist. William Morris wished for a time -- a medieval time in the future, after the revolution -- when everyone would be an artist. Arlo Guthrie has said about the same thing. The modern romantic's vision is of an art which has not lost its integration in life; it is organic, personal, simple, unpretentious. It is not the virtuoso's intellectual obscurity; it is not the art of the western mainstream. As was the case with the romantic art of the Nineteenth century, the modern romantic's art is craft elevated to art (leatherwork, cookery, embroidery, dyeing, film making, popular song lyrics), or it is the revival of folk arts (blues, mountain ballads), or it is the utilization of non-western arts (oriental painting, African sculpture), or it is the revival of outmoded western art (jazz of the Thirties, Art Nouveau design in posters, realistic landscape painting). As with the revivalists of the Nineteenth Century, there has been a progression from specific revival to eclecticism to a new synthesis. That progression took sixty years during the Nineteenth Century in architecture, from Gothic Revival to eclectic Gothic, Italianate, Tudor, Swiss, Colonial, French mixtures to the synthetic style of the Chicago School in America, Mackintosh in Scotland, Gaudi in Spain, Gaillard in France. The same progression has so far taken a decade in popular music. It began with the folksong revival, the saccharine crooning of the Kingston Trio. The folksong revival had been around since the Thirties and truly in some form or other since the Seventeenth Century. But with the Kingston Trio, thousands of kids were led into a new music. The deeper they got into the music, the more esoteric became their taste, and soon enough there were thousands of kids picking banjoes like Earl Scruggs or Wade Ward, picking guitars like Etta Baker or Blind Willie McTell. They found the older revivalists, most significantly the New Lost City Ramblers, and they graduated from LPs to seventy-eights to tape-machines; the early Sixties found the countryside full of city kids collecting ballads and blues. They found music, and the music brought them face to face with another kind of life -- a life they would subsequently reinterpret to suit their liberal politics and to assist in their communal living designs.

The first group of folkniks learned the traditional licks but, unlike the country people from whom they learned, they had been exposed to hundreds of nonfolk influences and consciously or unconsciously they produced new combinations. Pete Seeger added Dixieland overtones to his mountain banjo style. Years later Joan Baez added operatic flights to mountain ballads, and Bob Dylan meshed white and black folk music, beat poetry, Charlie Chaplin, and Carl Sandburg to produce his earliest style. By 1964, Dylan had gone from revival to eclectic to a new synthesis. His movement, though followed, was carried out too swiftly to be understood and only now is the progression in avant-garde popular music clear; the field as a whole is where Dylan was more than half a decade ago. It appeared that folk music was rejected, when it was only suspended after a brief flash; black-and-white folk music, blues, and country and western, as well as jazz and western symphonic music, are possible sources for the creative artist today. Some, like Dylan, moved rapidly through the eclectic stage, but Dylan is back experimenting and popular music finds itself today, as does fashion in clothing, at the place analogous to that of architecture in the 1860's: any one of a long series of old forms is acceptable so long as they fit the romantic criteria. This is where we find artists like Bob Dylan, Janis Joplin, the Band, the Grateful Dead, the Jefferson Airplane, and the Beatles separately. All are artistic romantics, all are utilizers of folk sources. Most of them went through the folk revival on the way to their present positions. Jerry Garcia, lead guitarist with the Grateful Dead, leader of the important Hog Farm commune, was a folknik in the old days. The Grateful Dead, who played a tremendously significant role in the development of modern rock, never completely lost their connection with folk music; on their latest albums you can hear good Scruggsing and a hopeful sensitivity toward hard times people. Modern rock, developed mostly by folkniks -- even John Lennon started in a skijjle band -- is the most important art form of radical romanticism and probably the most important art form in the world today. It remains eclectic, capable of absorbing new folk impulses; at the same time its stability is dependent upon the common experiences of its innovators, and those experiences came out of a passionate involvement with the folk revival. There is a rhythm within eclecticism, and currently the phase is soft rock, the folksiest period since the early Sixties; old folkies like James Taylor, Crosby, Stills, and Nash, Maury Muehleisen are stating the major themes. There are many kinds of music which have not as yet been revived, and maybe there will be a polka period or a Cajun Period or a gospel period, but the eclectic phase of modern rock will have an end. The next phase, anticipated by Dylan, by Jimi Hendrix, will be the creative synthesis of old sources. A new form should emerge from the old as distinct and yet as related as Art Nouveau was to the Arts and Crafts Movement. That new form will be the flower of modern romanticism. Until then time will be marked with the present eclecticism.

The modern romantics have not produced an acceptable revolutionary politic, but their art has been tremendously influential. It is the romantics, not the Paris designers, who are dictating fashions; and because their aesthetic is eclectic, it is keeping the homogeneous merchandizers amusingly confused; anything, so long as it is out of the mainstream, goes. The radical romantic kid is in the vanguard of taste -- today executives wear sideburns and wide ties and take rock seriously because hippies did several years ago -- but his culture is not merely made of art scraps. He teaches a positive lesson: life, living, labor, and art need to be integrated; work has to be fun, fun has to be work, and things should not be done unless they are worth doing. He teaches a negative lesson too. His culture was developed mostly as a response to a world he correctly diagnosed as ill. It is not his way, though he often says it is, to act as doctor to that sick patient. This is only the latest of many times that the romantic has stood up and pointed out the bad health of western society. In the past he hasn't been listened to, and things have gotten increasingly out of control.

Being a social scientist and being under thirty, I don't find the youth culture either particularly novel or particularly confusing. The philosophy is not new, but the number who adhere to the philosophy is. A century ago, a handful of intellectual cranks were aware of the coming disaster; today it is hundreds of thousands of kids; tomorrow it may be the majority, for the children under ten are the Americans who are truly of a different culture. As for now, though, I don't see the youth (me and my friends) as saviors, nor as wreckers; I see us as perceptive, but rather lazy artists. I also see the practical-hearted ignoring the statements of romantic art. If today's romantics are ignored, maybe another century will pass, things will get worse and there will be, as there was a century ago, a bunch of hairy, dope-taking, egalitarian, folksy artists who will cry out at inequity, injustice, and insanity; then again, if they are ignored, maybe another century won't pass.

Panacea Or Placebo—The Two-Year College

J. WILLIAM JOHNSTON
Manager, Graduate Commons
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The era described as the "Soaring Sixties" provided many complex changes in the institutional structure of higher education in the United States. One specific area in which a notable contrast could be observed was in the number of two-year institutions opening their doors for the first time. Although the two-year college is not new to American higher education, the growth rate experienced for these institutions during this decade was phenomenal.

Because the number of two-year colleges grew at such a rate, curricula, facilities, institutional policies and overall educational goals seemed to change almost daily. The growing crush of students seeking higher educational opportunities within their own communities imposed not only physical pressures on the facilities of these colleges, but challenged administrators and faculties to change the traditional concept of higher education to include programs that would meet the needs of this extremely diverse student body. With new faculties, cramped (often temporary) facilities, continually changing programs, institutional policies that required revision each semester, financial cutbacks from local and state governmental units, and the needs of a new breed of student making daily demands on decision making, little time was available to critically examine original goals and priorities. "Where are we going, and how best can we get there?" was a question requiring immediate attention. Unfortunately, the chores of providing quality education to this influx of students left little time to examine critically the rationale on which daily decisions were made. Unlike his counterpart in the four-year institution who had the advantage of a more controlled growth rate and the development of curricula over a period of years, the two-year college administrator was called on to create expeditiously a quality program that met the needs of the most diverse group of students ever known to higher education.

It is fair to assume that many problems and unwise decisions resulted from these pressures. Contrastingly, many innovative and inspiring concepts resulted from these institutions too new and too involved to say no to unusual ideas. "Panacea or Placebo -- the Two-Year College in Higher Ecuation" attempts to examine the development of the two-year college in order to extract a direction and philosophical base for the union concept in these institutions. The union concept, as mentioned here, implies the broad development of a comprehensive co-curricular activities program, rather than the existence of a union building or campus center. Indeed, such a program is possible without the existence of such a structure specifically designed for this purpose.

In order to determine the degree of success of the two-year college in higher education, it is necessary to examine the original goals and priorities upon which this development was based. The panel participants have drawn up a comprehensive list of original goals to examine by today's measurements. These include the following:

Educational Goals

1. To offer academic preparation for advanced formal study through transfer programs and university parallel sequences.
2. To provide career preparation and advancement through broad range of technical and vocational programs.
3. To promote general education of each individual, including developmental, adult, and remedial education to better prepare him as a person, as a member of a family, and as a worker in a free society.
4. To provide opportunities for continuous education, both formal and co-curricular, to all segments of the community, young and old, regardless of financial position.

Goals of Individual Realization

1. To stress selection and pursuit of goals compatible with his interests, aptitudes, and values, through educational and occupational counseling.
2. Provide opportunity for student self-growth and self-identity through democratization of post-secondary education.
3. To see his cultural heritage in its historical perspective.
4. To live effectively in accordance with the condition of his physical environments.

5. To recognize and guard the rights and responsibilities of citizenship in a free society.
6. To guide his life by sound moral and spiritual values.
7. To appreciate and participate in creative acitivities.
8. To achieve satisfactory personal, social and community relationships.
9. To apply critical and discriminating thought to the solution of problems.
10. To accept responsibility for his decisions.
11. To develop the basic skills of communication.
12. To enjoy the benefits of a rewarding and productive vocation.
13. To acquire a positive attitude toward, and strengthened foundation for, lifelong learning.

Goals of Community Service

1. To provide representative cultural, educational, and occupational offerings as determined by public interest.
2. To serve as a liaison between student and community organizations, including educational institutions, business, labor, government, and health agencies.
3. To extend educational opportunities and institutional programs and facilities to groups hitherto grossly underrepresented in higher education.

General Goals

1. To reeducate and readjust those who have experienced failure in a four-year institution.
2. To remove the geographic, financial, and motivational barriers to post-secondary education.
3. To foster and coordinate attacks on pressing social problems.
4. To provide opportunities and services not normally discernable at a four-year institution, because of the unique characteristics of two-year students.

Based on these established goals, the panel participants will address themselves to the following questions:

1. Have these goals been met?
2. Have these goals changed?
3. What are these new goals and priorities (if any)?
4. Where has the two-year college best fulfilled the needs of higher education? Where has it failed?
5. What are some of the more perplexing problems facing the two-year college today? Do these particularly relate to higher education in general?
6. What are the chief differences between the two- and four-year institutions that negatively affect the two-year environment?
7. Based on the aforementioned, how can the union and the union concept contribute to the overall development of these goals and expectations, and in what manner can it function as an agent for solving the problems and shortcomings of the two-year college in higher education?

The Carnegie Commission on Higher Education in its third report, "The Open Door Colleges: Policies for the Community Colleges," makes many meaningful recommendations and projections for consideration in the development of the two-year college. The report calls for the establishment of a minimum of 230 new community colleges by 1980, so one will exist within commuting distance of every potential student. Quoting from the recommendations: "It should develop into an independent, comprehensive institution that serves a diversity of student needs through a wide range of academic transfer programs, occupational training, remedial work, and continuing adult education. It should become a strong, flexible institution serving the varied needs of a learning society."

If these recommendations of the Carnegie Commission are only partially realized, we shall see the growth rate of the two-year college continue at a rapid pace. It is mandatory that we continually examine and reevaluate our goals, priorities and direction in order that this growth contribute the most meaningful education possible for the widest range of students. Such is our purpose in presenting this panel. Panacea? Placebo? Cure all? Substitute for the real thing? The two-year college in higher education is many things to many people. You decide!

DEMITRA GEORGAS
Director of Campus Center
Foothill College

The title, "Panacea or Placebo -- The Two-Year College in Higher Education," happens by no accident. It is a response to the kinds of questions being leveled at this institution: Can it be all things to all people -- a cure all?

At stake are goals of the the two-year college. Are the original goals still current? Are there new priorities? Are there gaps between promises and practices? These questions I wish to examine briefly, as well as some possible more important questions: How can student activities, the college union and union concept contribute to the overall development of these goals? What are the roles of student activities and the union in the two-year environment?

There is much confusion and naivete floating around about this junior-community college that lends support to a number of notions of what it is supposed to do or can do. Still, with some seventy years of history behind it, this institution has, as the Carnegie Commission of Higher Education states, "proved its great worth to American society."

Its original goal of providing transfer programs still remains a current and major goal. More than two-thirds of its entering students plan to transfer to four-year colleges and universities. And even though repeated studies indicate only a third of these students actually transfer, the need to provide opportunities for each individual to rise to the limits of his potential persists. Too, the enrollment squeeze of the senior institutions has profound implications for the two-year college's transfer programs.

In implementing this goal, the two-year college has done rather well in meeting the needs of higher education. Transfer students have a commendable record at the senior institutions. However, varying degrees of excellence in quality of transfer education will be found among the two-year colleges. Improving instructional quality and evaluation of course offerings are continuing problems. And since this institution will be educating even more students, one question may very well be: who calls the shots as to what is lower division work?

Still a very current goal, and with new priority, is that of career preparation and advancement through a broad range of technical and vocational programs. With the rapid and complex changes in the world of work, the need for two-year training and retraining skills is well documented. With the challenging "mix" of its students, there is also the need for career programs for various levels of abilities in a single institution.

Even though the two-year college has translated its community labor market needs into programs and has sent out its students adequately prepared, it is by no means out of the woods in fully implementing this goal or in fully meeting the needs of higher education. A gap between promises and practices exists. We are still debating what occupational programs are appropriate for the two-year college. Perhaps, if we did a better job of follow-up of non-transfer students, we might get some answers. Moreover, we still have not done too well in selling the value of career programs to students in these programs. The two year college has not arrived at the point to realistically select students for these areas. Nor have we moved very far in breaking down the barrier that artificially separates academic from career education.

The goal of providing general education is current and is receiving new priority. The intense diversity of its students and the uncertainty of objectives by a majority of its students serve to validate further the need for general education.

This institution's record in meeting this goal is uneven. Most general education courses are geared for the transfer students. We are not too certain about general education in career programs. There seems to be a reluctance -- a fear -- to create special types of course for general education, thus relying on conventional departmental offerings. And, as with the senior institutions, we have uncertainties about the whole process of general education, including the knotty problem of teaching values.

Related to general education is the specific goal of providing remedial and developmental education. For a growing number of institutions, this goal has emerged in importance. The number of students in need of training in the basic skills required for college work warrants this emphasis. However, not all institutions have decided what to do with remedial and developmental education, other than teaching it in conventional ways.

The goal of providing counseling and guidance continues to remain valid. A number of leading reasons push the need for guidance in the two-year college, such as lack of clarity of educational or vocational goals among many of the students, and the various levels of ability and motivation among the students. Also, the position of the two-year college as a distribution agency to senior institutions or employment has implications for guidance. Still another reason is reflected in Medsker's observation, "As junior colleges grow large, it will be increasing difficult for them to retain their image as the kind of college which cares about its students, with a faculty which takes a vital interest in students." The need to personalize education becomes evident. It is here that the student personnel staff, with its resources and training, has the potential to seek ways to personalize education.

While some institutions have developed sound guidance programs and are meeting the general goals of individual realization, many more are still hung up on the kind and extent of commitment in this area. The real potential of guidance has yet to be fully met or fully sold to many students and staff.

For an increasing number of institutions, the goal of providing community services is gaining new perspectives, new commitments. A program of community services is more than an obligation of this institution to its community; it recognizes the necessity of serving the cultural, educational and occupational needs of various segments of its community, needs that go beyond the formal curriculum. Some colleges have ventured into exciting and responsive programs and have made thier institutions an educational resource agency. Others have not gone too far beyond the traditional cultural program stage.

A dominant goal, which makes "current" these goals, and has ascended to the national commitment level, is that of providing equal opportunity for education beyond the high school. Implementation of this goal makes explicit that the two-year college offer comprehensive programs and services that eliminate gaps between promises and practices and that remove motivational and educational barriers still inside the "open door."

Whether or not the two-year college will be able to fully implement this goal, of course, depends on many sticky factors. For example, the financial crisis occurring at a growing number of two-year colleges is forcing these colleges to make hard choices. As they do this, what will be the impact upon the goal of equal opportunity?

These, then, are the current goals of the two-year college. Extensive as they may be, these goals do not make this institution a "panacea" or a "placebo." Such simplistic "remedies" have not been prescribed for the two-year college.

What it does need -- to develop fully its goals and to meet fully the needs of higher education -- are the contributions of many sources, including student activities, college union and union concept. Before exploring the ways in which this area can make contributions, a few background comments seem in order.

Broadly speaking, the college union and union concept and the student activities program are merged in the two-year college. Several dominant patterns support this orientation. Frequently, both the union and student activities are under the administrative control of Student Personnel Services. Unlike many four-year colleges and universities, student government in the two-year college is linked with the union, often having a direct role in policy formulation of the union's operation. Even when the union is under Business Services, it does not, from my observations and readings, get involved in programming of student activities. The student activities scheduled in the union and elsewhere on campus are those primarily sponsored and financed by student government. And finally, the union concept as it relates to being an integral part of the total institution, bringing about a sense of community, while placing concern on individual development, emerges as part of the student activities' philosophy.

By design, the two-year college has made a commitment to this student activities' philosophy. The often heralded theme is that the student activities program is an integral part of this institution's educational endeavors. By practice, the two-year college cannot always claim this to be the case. There is evidence that student activities are not living up to all their expectations.

Often, activities are modeled after those at senior institutions or high schools, ignoring the unique functions of the two-year college and the implications of its student characteristics for kinds of activities. Homecomings are planned for no one to come home to; pompom girls are trained and outfitted to perform in nearly empty stadiums; elaborate procedures are established for a few who vote; campus newspapers are published for an undefined audience; student organizations are maintained by a majority of one; and student leaders are trained for trivial responsibilities. And the college's concern about how much freedom to give its sutdents has left many a student government nothing but a clique of officers passing resolutions to each other.

However, student activities has the potential, as some two-year colleges with well developed and financed comprehensive activities programs have discovered, to contribute significantly to the overall development of the goals of this institution.

In considering the roles of student activities, I believe any statement on roles might direct itself to the following areas.

1. Education

A major role of student activities should be to provide out-of-classroom experiences that contribute to the development of the educational as well as other goals of the institution. In its educational role lies a great potential for student activities. A diversified activities program can more than supplement classroom learnings; it can be an equal partner with the instructional area in the intellectual development of its students.

To implement fully this status of the activities program, I believe that recognition should be made of the differences in objectives between instructional area and the activities area in reaching the student. Both areas are concerned with the student as a developing individual, but instruction seeks it by focusing on the academics, and activities, by focusing on the self-development of the student himself. Recognition of these differences has implications for the kinds of activities to be promoted in the two-year college.

Still another area needing recognition here is the problems that seem inherent to student activities in this institution. Serving primarily commuting students, with the common characteristic of commuters, it has problems in devising activities that provide valuable educational experiences. Again, developing activities to meet the needs of the diverse "mix" of students offers unique challenges.

With such recognition in mind, student activities can move to make valuable contributions, and function as an agent for solving some of the institution's problems and shortcomings. The scope of this college's functions is by no means narrow, and neither should its student activities program be narrow. This is an area that can take on many dimensions in personalizing and elevating transfer and career education, from departmental organizations to experimental colleges, from on-campus seminars to off-campus, student-faculty retreats. This is an area in which new ideas can be tested much more rapidly than in the instructional area, thereby helping to clarify students' goals and fostering the guidance function. This is an area in which students can design with greater freedom and greater flexibility than in the classroom what they think general education should mean. This is the area that provides the opportunity for students to experiment, and sometimes to fail, yet to learn from that failure without drastic repercussions. And finally, this is an area that can provide diversified offerings, thereby moving toward the college's goal of equal opportunity.

2. Personal Development and Growth

Another major role of student activities should be to provide opportunities for personal development and growth of its students, as reflected in the college's goals of individual realization. In specifics, this means focusing on activities and programs that increase students' self-knowledge and self-identity, that improve interpersonal relations with others of varying backgrounds and views, and that exercise responsibility and develop leadership.

The impact of student activities in this area has yet to be fully tapped. Nor have the colleges capitalized on all the implications of certain student characteristics for activities. For example, the two-year college student, as a group, has been described as practical-minded, not committed to intellectual values. The inference for student activities in helping to develop intellectual-cultural values of students, is expressed by Collins when he writes, "The co-curricular program can so fascinate with intriguing personalities, can so delight with the pleasure of the arts, can so broaden the student's world with its diversity, and can so stimulate the imagination that only the case-hardened know-nothing will be able to escape its lure."

The general trend of the last few years away from large, organized traditional "collegiate" activities toward more informal groupings of students suggests the need for students to band together, to share common interests and to develop interpersonal relations. As one of my students said in response to what he thought he gained from participation in activities, "It was the ability to work with other people to achieve common and uncommon goals." Further, by encouraging the development of small groups and subcultures, the activities program can perhaps reduce some of the artificial barriers that exist between transfer and career students.

Student activities has, also, an important task to perform in developing responsibility and leadership among its students. Higher education's experiences with confrontations between students and governing bodies in the late '60s and the Spring of 1970, and the fact that such confrontations increased on the formerly quiet two-year colleges does add a certain impetus to this task. Beyond this concern, there still remains the need to provide experiences that make real contributions toward helping students assume responsibility and leadership on and off campus.

For such experiences to happen, some drastic changes are needed concerning what it takes to develop responsibility and leadership in the two-year college. Low voter turnout in student body elections, characteristic of many colleges, does not help to build images of a student leader. Nor do some present student government structures, with unclear roles and responsibilities. New models of student government are needed, ones that make it possible for student leaders to know who their constituencies are and what they think. The new models also should be flexible, able to cope with problems and changes, and to survive under a crisis.

Changes are also needed concerning student representation on campus-wide governing bodies. Even though students have been able to open doors at this level of governance, there are still some uncertainties concerning their role, who they actually represent, and what effect their participation will have on the rising faculty power. Some rethinking, and perhaps new models of college governance, will be needed to legitimatize student representation.

3. Services

The college union, in particular, has the dominant role of providing services designed to enhance the community life of the two-year college. As such, the union offers the traditional fare of bookstore, food services, recreational areas, lounge areas and service stations. Apparently through such services, it has also provided the service of helping to produce protests. Gaddy's study on the scope of organized student protest in the junior colleges during the academic year 1967-69 found that the issue of institutional services (including food and recreational facilities) was the second greatest issue of protest (opposition to military power was first).

Besides improving them, the union should do more than offer this traditional fare of services. Again, it should do more than "house", as it does, student government offices and other related activities. It also should do more than provide facilities to community groups. For it to meet the complex needs of its commuting day and evening students and staff and to promote the goals of community service, it should be flexible, willing to translate facilities into newer services. Already on some campuses, small centers within the union have moved to provide services such as vets assistance, draft counseling, financial aids, vehicle aid, community tutorial groups and child care. By being flexible, then, the union can begin to put more meaning into the concept of service.

4. Responsive Campus Climate

Finally, I believe student activities and the union should have a critical role to perform in helping to create what I have termed a "responsive campus climate." This means the campus atmosphere is sensitive to people's needs, breaks down people distance and apathy, makes room for the "new" student groups heretofore underrepresented in higher education -- the third world students, the culturally disadvantaged and the older student, shatters false barriers between transfer and career students, seeks and understands alienated students, and brings town to gown. It also means students feel free to exchange orientations, to create their subcultures, to be creative on their own terms, and to test new ideas -- even for their shock value. Again, it means that faculty and administrators feel comfortable about their roles in student activities, even seek them. This kind of climate also makes it possible for people to give as well as take. A "responsive campus climate" finally means an atmosphere of mutual trust and openness, where reason and rational dialogue are possible.

Student activiites and the union, through its programs, activities and services, are in a position to make the "responsive campus climate" happen. Such a climate would facilitate all that the two-year college is trying to do.

DANIEL G. BARNETT
Director of Student Activities
Normandale State Junior College

Before beginning this discussion I would like to give you a little background about myself. The past two years I have served as the union director/director of student activities at Normandale College. Prior to assuming these duties I taught, served as a guidance counselor and was an assistant principal in a large suburban Minneapolis high school.

Three years ago I thought a union was a large building on campus where students came to eat, sleep, make-out, and otherwise "waste" time. I viewed the union director as a non-academician who scheduled meetings, policed the halls and tried but never succeeded to improve the food. I might add that Normandale does not have a union building. The charge given me by our wise president was, "Develop a good union program and we'll put a building around it."

Since assuming my position at Normandale, I have been asked frequently: how are two-year colleges and two-year college students different from four-year colleges and four-year students? For purposes of this discussion I have tried to answer this question. Basing conclusions on my own experience and the limited amount of literature on this subject, I wish to emphasize that I am making many gross generalizations and over-simplifications in what I am about to say.

With that introduction, I suggest that the two-year college serves a much more heterogeneous student body than most four-year institutions. Whereas most of the students at the typcial four-year college are fresh out of high school, the community college will enroll a substantially greater number of housewives, ex-G.I.'s, students who have failed at other colleges, local businessmen, blue-collar workers, teachers and other adults seeking further, but inexpensive and convenient education.

These students are usually poorer -- both financially and academically -- than their "four-year" counterparts. Most of these students live at home, with their parents, or in the case of married students, with their own families. Often their parents or spouses do not have college degrees. The student often spends between 15-40 hours per week on some type of off-campus, part-time job.

Several questions have been posed to this panel. I have chosen to confine my discussion to the following questions: 1) Have the original goals of the two-year college been met? 2) Have these goals changed? 3) If they have changed, what are the new goals? 4) How can we as professionals in the union field help achieve these goals?

In attempting to answer the above questions, I will further limit my presentation to three objectives under "Educational Goals", "Goals of Individual Realization", and and "Goals of Community Service."

In terms of educational goals, it is my judgment that two-year colleges are best meeting the objective of preparing those students who are academically talented to transfer to a senior institution. Similarly, it seems that in most instances students who enter vocational or technical programs are receiving adequate preparation for their careers.

During the remainder of may presentation I will focus my attention on objective No.2 and "Goals of Individual Realization." In my discussions with students and colleagues, I continuously get the impression that a "College Education" is defined as completing "X" number of credits with at least the minimum required grade point average. Anything beyond meeting these requirements seems to be considered desirable but not really educational.

This attitude smacks of an assembly line education. Raw material enters the door as a freshman and is sent down the assembly line where certain processes are applied by the English Department, the Humanities Department, the Physical Education Department and so forth. Thus, I submit to you that students who satisfy themselves with this process limit themselves to only half a college education.

It is my contention that we as professionals have a serious obligation to fight for the other half. As I look back on my undergraduate and graduate school days, I believe a major portion of my collegiate development took place in the commons over a cup of coffee, in a bull session, in a dormitory room, or in the local tavern after the intramural bowling tournament. These "co-curricular activities" provided me an opportunity to try out my ideas on my peers and to exchange views and experiences with students from different major fields, from different socio-economic backgrounds, from different races, and even from different countries.

Thus far, what has been said should apply to the union program in all institutions of higher learning. I wish to turn now to some of the unique advantages and disadvantages that help and hinder the implementation of such a program in the two-year college. First, the advantages:

1. The diverse nature of the student body should enable the union director to provide opportunities to develop informal discussion groups that cross generation gaps, cultural, racial and occupational differences. (Note that while the community nature of the college can restrict racial and socio-economic backgrounds, this can be overcome by recruiting students from the under-represented areas.)

2. Students do not have to wait until the junior or senior years to receive full attention from qualified personnel. The freshman debater receives instruction from his coach, whereas his counterpart at a major university probably will work with a graduate assistant until at least his junior year.

3. The union movement in the two-year college is still in its early embryonic stages. We as union professionals can take the rare opportunity to innovate and design programs that best meet the needs of our students without having to fight traditions.

Secondly, the disadvantages:

1. Still generalizing, junior colleges do not attract as many capable students as four-year colleges. The leaders in high school are more likely to seek a more prestigous four-year college than be satisfied with the local community college. Thus, we as union professionals are required to provide more assistance to student leaders in planning and carrying out activities.

2. Because of open-door policies, there is a rapid turnover in the student body. The freshman class enrolls many students for whom a Bachelor's degree is simply an unrealistic expectation. While some of these students will change their aspiriations and enter vocational or occupational curriculums commensurate with their talents and abilities, many will terminate their formal education and enter the labor force. I believe union personnel have a special obligation to this segment of the student body. Programming should reflect the dignity of work -- the philosophy that academic skills are but one kind of acceptable skill. Further, most of these students probably will work only 40 hours per week throughout their adult lives. An intensive effort should be made to introduce these students to a variety of recreational, cultural and intellectual activities.

3. Since most students live at home, it is more difficult for them to break family and high school ties. Again, programming should be designed so as to encourage a mixture of students from different backgrounds and experiences.

4. Another major disadvantage is that many junior college students do hold off-campus, part-time jobs. As a result, union directors should program for the students when they are on campus. The traditional models found on the residential four-year campus simply are not appropriate.

5. Inadequate size. The *1970 Directory of the American Association of Junior Colleges* listed 390 colleges with an enrollment under 700. These colleges probably do not have the resources to provide a comprehensive union program and are often located in areas which make it difficult to attract qualified personnel. [It may be of interest to note that the Minnesota State Junior College System subsidizes the activities program of colleges with enrollments of less than 672 F.T.E. (Full Time Equivalent student.)]

6. Finally, the stigma that the two-year college is a second-rate institution still remains. Hopefully, this stigma will rapidly disappear as two-year college programs continue to improve.

In conclusion, I wish to offer the following suggestions:

1. Each union director should constantly bear in mind the educational goals of the union program. Further, the activities should be evaluated in terms of how they contribute to the overall objective of providing the student with a total college experience.

2. Since the union program contributes to the total learning environment, two-year colleges should be encouraged to hire only competent union directors, and these directors should be given full faculty status and pay. (I define a competent director as one who fully understands the union philosophy. Normally, I would expect this individual to hold at least a Master's degree in an area related to union programming.)

3. Because of the type of student attending the two-year college, and since many of the students entering the two-year college will terminate formal education before completing their program, I recommend that ACU-I go on record as recommending a lower ratio of union personnel to students than is normally found in a four-year institution.

4. Finally, I recommend that we "tell it like it is" to our students. That is, our brochures and talks at orientation should point out to students that by restricting themselves to the requirements listed for graduation in the college catalogue they are receiving only half the education to which they are entitled. I further suggest that we tell it in language a beginning college freshman can understand and not in the academic jargon some of us are so prone to use.

ORIGINAL GOALS OF THE TWO-YEAR COLLEGE

Educational Goals

1. Academic preparation for advanced formal study through transfer programs and university parallel sequences.
2. Career preparation and advancement through broad range technical and vocational programs.
3. General education of each individual, including developmental, adult, and remedial education to better prepare him as a person, as a member of a family, and as a worker in a free society.
4. Opportunities for continuous education, both formal and co-curricular, to all segments of the community, young and old, regardless of financial position.

Goals of Individual Realization

1. Educational and occupational counseling stressing selection and pursuit of goals compatible with his interests, aptitudes, and values.
2. Opportunity for student self-growth and self-identity through democratization of post-secondary education.
3. To see his cultural heritage in its historical perspective.
4. To live effectively in accordance with the conditions of his physical environment.

5. To recognize and guard the rights and responsibilities of citizenship in a free society.
6. To guide his life by sound moral and spiritual values.
7. To appreciate and participate in creative activities.
8. To achieve satisfactory personal, social and community relationships.
9. To apply critical and discriminating thought to the solution of problems.
10. To accept responsibility for his decisions.
11. To develop the basic skills of communication.
12. To enjoy the benefits of a rewarding and productive vocation.
13. To acquire a positive attitude toward, and strengthened foundation for, lifelong learning.

Goals of Community Service

1. Provide representative cultural, educational, and occupational offerings as determined by public interest.
2. Serving as liaison between student and community organizations, including educational institutions, business, labor, government, and health agencies.
3. Extension of educational opportunities and institutional programs and facilities to groups hitherto grossly underrepresented in higher education.

General Goals

1. Salvage Function - Reeducation and readjusting those who have experienced failure in a four-year institution.
2. Remove the geographic, financial, and motivational barriers to post-secondary education.
3. To foster and coordinate attacks on pressing social problems.
4. To provide opportunities and services not normally discernable at a four-year institution because of the unique characteristic of two-year students.

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Current Trends In Civil Liberties

The Indian Movements

JERRY GAMBILL
White Roots of Peace
Mohawk Nation at Akwesasne

Several Indian "movements" exist. At times they may aid each other, but they have different aims, and should not be categorized together. In addition, there are many different Indian nations, no one of which will presume to speak for the others. "All Indians may look alike", but in reality there is a remarkable diversity.

One movement is toward civil rights, social justice, against discrimination, etc. They are proud of their Indian heritage, but may or may not live an Indian life-style. They want school texts improved, increased Indian participation in government, better social services in urban areas and similar goals.

Another movement is toward improved economic conditions and education. They want more industrialization and jobs on the reserves, vocational training, better markets for crafts. They may also want improved housing, electrification, water supplies, etc.

Still another movement is toward revitalization of Indian ways, encouraging people to "be Indian" and live Indian ways, returning to tribal forms of government, keeping Indian medicine ways strong, and preventing encroachment of anti-Indian things in Indian communities.

Another problem for program planners is that the Indian scene is rapidly changing, leaders are being sorted out, new problems are emerging, ideologies changing. We would suggest that you subscribe to an Indian newspaper or two to keep informed.

You should know too that there is often a deep distrust by Indians of the academic setting. Too often scholars have exploited Indian communities. Too many foolish questions are asked. Too often people have been brought in to put on a "show." And too often when there has been a need for a strong voice in the white community, the academic people have been silent. Program planning requires a patient and honest diplomat. And so we would make some suggestions:

1. Before you decide to do anything, involve the Indian students on your campus. Put your services at their disposal.

2. If you have no ? Indian students on your campus, it might be interesting for you to explore the historical and current reasons for this. It might be that your campus needs some "social change" before you go much further.

3. Involve nearby reservations or urban Indian groups. Before you worry too much about "a program", establish good relations with these people. Find out how the campus can be useful to them. If they don't know, have them explore it. Too often colleges establish "Indian programs", having decided what it is that the Indians need. Let them tell you how your resources could be useful to them. Brotherhood first, cultural affairs later.

Our own Indian communications group would be pleased to assist in any way. We can provide names of people whom you may wish to contact. We can suggest national Indian organizations that may want to send speakers or materials. We have a monthly 48-page national Indian newspaper that can be circulated to increase knowledge of Indian matters.

Friendship is a two-way street. There are still many ways in which Indian pepple can give and educate and help those who are visitors to this continent. And there are many ways in which your resources can be useful to them in making their lives better in whatever direction they choose to go. Begin by making sure there are some "Indian events" on your calendar each year.

For Canadian and Mexican Indian information write: White Roots of Peace, Mohawk Nation at Akwesasne, via Rooseveltown, New York, 13683.

For films made by Indian filmmakers, write: National Film Board of Canada, Box 6100, Montreal, Quebec.

The Women's Equity Action League In The Women's Lib Movement

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Having just completed my service as national president of the Women's Equity Action League, I am pleased to meet with the Association to discuss the activities of WEAL as an activist group working for women's equality in the areas of education and employment opportunities through reasonable means -- which is to say, legal change. Founded in Ohio in November, 1968, WEAL already has membership in 41 states. The fact that we have membership in so many states in just two years is indicative of the timeliness of our cause. The statement, "Nothing has power like an idea whose hour has come," applies very well to WEAL.

Please note I do not speak of WEAL as a "women's" group, because that rightly offends the notable men who hold membership in the organization and assist our efforts in many ways. Similarly, we are not identified as strictly a professional group, since we welcome members from industrial blue-collar work, housewives, and business women as well as professional workers. Actually, WEAL is open to all fair-minded human beings who ascribe to our Corporate Purpose Clause, seeking equal education and employment opportunities for women.

The Women's Equity Action League believes it knows where the action is as far as achieving meaningful change in the status of American women, and we work through the existing power structure to achieve our goals. Our literature states that we stand for "responsible rebellion." By that we mean we work to effect legal change in legislation affecting women. (This is probably a reflection of the early predominance of lawyers in the creation of the League.) We also see the necessity of building a real economic power base for women so they may function independently, and the need to have women in high-level policy-making positions in our society. And women must be willing to work to change their current status if they don't find it satisfactory -- and to work hard! No one is going to hand us the roles we seek; we must achieve them for ourselves. WEAL concentrates on securing equal employment opportunities and education for future employment since these are the equities that will lead to eventual freedom and dignity. It would be well to consider just why women do work. The statistics show that the majority work of necessity and not by choice, and that their husbands want them to work. The majority of women workers are married and work to help their families keep even in an inflationary economy. Women workers also represent an increasing majority in the number of people entering the world of work at the present time, and this will undoubtedly become more the case in the future. Small wonder, then, since most women work because they must, that they welcome the words of Elizabeth J. Kuck, who, as Commissioner of the Equal Employment Opportunity Commission, said:

> Discrimination based on sex is just as real as discrimination based on race or religion or color or national origin and just as unlawful under Title VII of the Civil Rights Act of 1964. Yet it is so deeply embedded in the American way of life and the American way of business that few people recognize it as discrimination and few still understand that it is illegal.

Perhaps the seriousness of the situation of women in our American culture is stated most poignantly by Congresswoman Shirley Chisholm (the most recent member of WEAL's National Advisory Board). She indicated she had been more discriminated against on the basis of sex than on race -- even worse to be born female than to be born black! The words Born Female bring to mind another distinguished member of WEAL's National

Advisory Board -- Mrs. Caroline Bird. Her book, subtitled "The High Cost of Keeping Women Down," should be recommended reading for everyone concerned with our economy and society. In the foreword to her book, Mrs. Bird quotes David Riesman's idealistic statement:

> I think what I would ideally like to see in our society is that sex become an ascribed rather than an achieved status ... That one is simply born a girl or a boy and that's it. And no worry about an activity's de-feminizing or emasculating one.

And she continues, "Sex would be a personal characteristic of only slightly more consequence than the color of one's hair, eyes -- or skin."

Recognizing that women will be more and more a part of the work scene, we need to revise our approaches to career planning, to allow for the discontinuity of career that will occur during child-bearing years. (Here it should be noted that most women have had their last child by age 30.) New counseling approaches for women will include the possibilities of education, career, marriage and possible family, temporary absence from the work world, and re-entry for women in their 30's and 40's. When counseling needs of women are considered, we are shocked to learn of the limited possibilities for those who seek vocational training. During recent hearings of the Subcommittee on Education, Congresswoman Edith Green noted that only one per cent of the slots available in vocational training programs are for women! There was really no answer to her question, "What do you do for women who need this kind of vocational preparation?"

Even when in the labor market, women still find it tough-going. Women industrial workers and their union representatives report that these workers are always used as a casual labor pool, being last-hired and first-fired, as the economy fluctuates. Another good reason to protect women with education and working skills!

It may be that both of these problems of vocational workers, as well as the treatment of professional career women, are reflections of the way we really see girls and women in our society. When we consider the limited programs and activities which are made available to them, in contrast with the number of directed activities and programs for males, it causes one to consider that the lack of adequate and proper planning for females may result from a kind of psychological invisibility -- rather reminiscent of the psychological invisibility that has been so damaging to Negroes in this country. If this is actually the case, it would be one more of many valid similarities in the unhappy conditions of women and blacks. And, if we do not clearly see girls and women as human beings of true and intrinsic worth and importance in our culture, then indeed they may receive only secondary consideration in the secondary schools, counseling centers, and college counseling and placement programs. Aware that the time for action is long overdue, the Women's Equity Action League filed its first complaint with the Department of Labor on January 31, 1970, charging discrimination against women in employment and promotion at the University of Maryland, under Executive Orders 11246 and 11375. The charge was based on the fact that any institution which receives our Federal funds is thereby required to observe fair employment practices. Data collected by Dr. Bernice Sandler, Chairman of the WEAL Committee on Contract Compliance in Education, showed a pattern of discrimination. This review is now being carried on. Following this initial complaint, more than 200 others have already been filed. Needless to say, the response from women in the academic community has been tremendous, and I might add that Congressional reaction has been most encouraging. (Congresswoman Martha Griffiths inserted into the Congressional Record of March, 1970.) And we are especially interested in this challenge to the established academic hierarchy since so many women have careers in education and the academic world.

WEAL members are active too on the legislative scenes, both national and state. It was satisfying to me personally to note that as I was giving testimony recently before Cong. Green's committee, both of the other persons testifying were WEAL members also. In addition to the work for this congressional committee, WEAL representatives have testified on behalf of the Equal Rights Amendment -- and all of this, I might add, at our own personal expense. We have no paid staff members, but all the necessary work and planning is contributed freely by dedicated persons.

On the Legal front, WEAL founder -- Dr. Elizabeth Boyer -- and the noted Marguerite Rawalt have freely carried on the case in the Washington, D.C., Federal courts against the newspaper publishers, seeking injunctive relief from the continued practice of listing jobs in male-female segregated Help Wanted Ads. This practice, so damaging to women economically, has been likened by Cong. Griffiths to signs on washroom doors. "I have never entered a door labeled 'Men,'" she told a male opponent, "and I doubt that you have frequently entered the Women's Room."

WEAL is not a social organization. Instead, work is carried forward by some sixteen action committees on problems related to legal aspects of education and employment for women, state protective laws and industrial workers, membership and chapter development, speakers bureau and publicity, and college action. This last Committee sent a mailing to some 1900 college Deans of Women last spring, detailing the problems of employment for current women graduates. Posters were enclosed advising the women students of their rights to fair employment and also encouraging them to seek equal pay and high level positions for which they were qualified. (Copy attached.) The response from these young women has been especially encouraging; they say simply, "The situation must be changed."

A similar mailing was sent to director of placement at the same colleges in the fall of 1970. And the special seminar held in conjunction with the annual meeting of WEAL this year was devoted to the "Counseling Needs of Girls and Women for Education and Employment," since we believe it is vitally important to work with young adults to bring about the lasting changes needed in our society.

The choice now really is a matter of means and method. Change must and will come; the hour for equity for women has arrived. WEAL strives to bring about change within the system. And please note that we seek "Equity" -- not dominance or control. When we pause to consider that since 1923, women have worked for a constitutional amendment recognizing them as equal human beings in their own right, it seems to a thoughtful person almost unbelievable that the need should exist at all, let alone be thus far obtainable. It is sufficient reason to justify the present intent to computerize congressional voting recores, so women throughout the country -- and other interested human beings -- may know just how the legislators voted. This means more than the words spoken during campaign visits to the home state when seeking election. This, like other matters, reported to President Nixon from the Commission on Status of Women, is "A Matter of Simple Justice."

There has been a need for women to become actively involved in determining their own life styles in the United States, rather than to merely choose from limited, stereotyped roles that have been romantically but unrealistically presented to them in the past. They are now becoming increasingly involved and are thereby assuming more and more the responsibilities that must be assumed with equal pay and equal rights to education and employment. WEAL offers to every person who accepts these principles a positive means to constructive action.

The Chicano Movement

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When the social reform movement began in the United States in the early 60s, no one found himself as lonely and bewildered as the Mexican American. Lonely, not because he had been left out, but because he had been left behind. Bewildered, not because he did not know who he was, but because he did not know what he should be. He was an American by birthright, but a Mexican in life style. He was proud of his heritage but at times felt burdened by it. He was recognized as a minority but was excluded from the social conscience working toward a just society.

He was adequately described as the least sponsored, the least vocal and the most perplexed. Because he was made to feel as an interloper in the land he pioneered, the Mexican American's isolation turned into complexities, and the complexities turned into serious socio-economic problems with which he is confronted today. Today, the median education barely reaches eight years. Mexican Americans own less than 1 per cent of the nation's businesses. They hold only 2.8 per cent of the federal jobs. In the Southwest where about 90 per cent of the approximately six million Mexican Americans live, many are still segregated in the schools. Their civil justices are frequently infringed; and although they constitute a majority in many political burghs, they hold no political power. The Mexican Americans are a sensitive and proud people, but it could not contain their frustrations and then their indignation -- particularly by the young -- and it exploded into the movement we are witnessing today.

There are various interpretations of how and when the so-called Mexican American movement began. If you consider the Mexican American's indulgence in semantics, you could go back to the 1920s when the League of United Latin American Citizens was formed. It records that it also fought for a better way for the Mexican American, and it has many achievements that attest to it. Today it is still active but still in its low-key, through-the-system way. Or did the movement begin with G.I. Forum created by the still active Dr. Hector Garcia of Texas? They were the men who came out of World War II after helping save their country and the world to find out the hypocrisy of their own liberties and self-determination. They were more aware and more confident, and in many ways they led in challenging the system. But if there was a modern day torch, many people agree it was in Crystal City, a sleepy, innocuous community in South Texas distinguished only -- or perhaps infamous is a better term -- for the serfdom in which it held the Mexican Americans. It was a spinach town -- its main farm economy -- and the Mexican Americans easily outnumbered the Anglos; but for all practical purposes they were merely tools of the land. In 1963, a group of bright, young Mexican Americans from San Antonio decided to make Crystal City the latter-day grito of the Mexican people. If they could show the people how to use instead of being used, then others could gain confidence and the will to confront their plight. Simply, the outsiders did a beautiful job of organizing the Mexican American citizens, registering them to vote in the city elections, schooling them in politics, and then entering a full slate of candidates for municipal office. It was an election that attracted national attention and los Cinco were swept into office. It was heralded as "the wakening of the Sleeping Giant," and it blazed a spirit that is growing every day. By then, Cesar Chavez was picking up steam with his Delano grapepickers and Reies Lopez Tijerina was shaping his land grant movement in New Mexico. In another area, the Brown Berets came into play, and the Mexican American Youth Organization (MAYO) was formed to involve the energies and the better-schooled talents of the young. Today a myriad of organizations are coming fast but not fast enough for many of us. The Mexican American movement suffers mostly from a lack of cohesiveness that at times hinders its effectivness. One reason is the players. Until a few years ago, the leadership was mostly in the hands of our elders. That is a Mexican American trait. The Viejos are the sages and their wisdom in traditional times was never questioned. However, like in all movements, the young turks came into focus and in many cases decided that many of the conditions that prevailed on the Mexican Americans had been perpetuated by the adults' low-profile approach to problems. Negotiation, the young folk claimed, had achieved little and good will and social conscience was even less effective. They wanted to rap, and if need be, to also knock down a few doors. Finding the middle ground has slowed down parts of the movement. Another reason, perhaps, is the newness of the movement and the personal egos that enter into it. Cesar Chavez might be viewed as a national leader by the Fijerina's following is even less. For the Mexican American movement has began first, and their tactics and methods have left a tattoo on national conscience. When many people think of oppression, discrimination, injustices and minority issues, they immediately think Black. No wonder, then, that some people call us the "snap minority" because in talking about minority problems, the Mexican Americans are usually left out until someone remembers, snaps his finger and says, "Hey, we forgot the Mexicans."

The next decade is ours, however. We know who we are and what we want. We are rapidly gaining the tools with which to do the work. The federal government is showing a greater willingness to become a partner in our social progress. Politicians are learning that indifference and papasimo is no longer countenance, and the people around us are finally accepting the fact that we are not sparring for our share; we are fighting for it. Lastly, we, the Mexican Americans, have finally reached that plateau that once was used to stereotype us -- now we use it as our banner. As the sign read at a Mexican American rally, "Manana is Today."

Student Rights

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West Bank Union
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I believe that all students have certain rights as students. If there is tension on our campuses this spring, it may be due to the fact that students are not getting their rights.

The most important right a student has is the right to be a full partner in the decision-making process of the university. Higher education exists for students, yet many times students are not included in decisions that affect him.

Second, a student has the right to privacy, be it academic records, medical records, political or religious affiliation, or housing. No administrator has any business going through a student's records or room without the permission of that student.

A student should have the right to determine what will make up his education. It is fine to have a model program with courses a student might take for his major, but I think most students are intelligent enough to decide what courses they think are relevant.

Fourth, a student has (or should have) the right to freedom of expression in the classroom, in the campus newspaper or at a protest demonstration. Learning does not take place if a student is not allowed to express his opinion or question.

Last, a student has the right to know what he can be held accountable for. This means a campus should have some kind of conduct code (which the students help draw up) that states the punishable actions on campus. Besides having a code, a student has the right to due process. It is interesting that a man is entitled to a jury of peers in our courts, but how many times does this happen on our campuses?

The Use Of Disposables Today And In The Future

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The word, disposability, describes an economic idea, you know, not a scientific idea. Whether something is disposable or not is decided in corporation boardrooms, not in laboratories. And since disposability is an economic term, its definition is subject to wide and rapid fluctuation. Examine what the word disposable means in America today.

In America, particularly in this, the state of West Virginia, land is disposable. It costs stripmine operators only their state guarantee bond to dispose legally of an acre of these hills. And land has been disposed of. Time reported last week that 1,800,000 acres has been stripped, an area the size of Connecticut by 1980.

The lives of all the creatures -- from the blue whale to the tern -- the lives of all the creatures are disposable. The coal miner, the migrant farm worker and the American Indian are disposable. Seventeen per cent of young whites and thirty-two per cent of young blacks 16-19 are unemployed, apparently disposable. Clean air, clean water and the Vietnamese people -- all disposable when judged by the American economy.

The American population constitutes one-fifteenth of the earth's people, and we use one-half of the world's minerals. In order for you to keep your standards of disposability, you must believe that Russia and China and Europe and Japan -- you must believe these nations will permit us to take an increasing share of the world's minerals. Paul Ehrlich has made the estimate that our standards of disposability will require 80 per cent of the world's resources by 2000! In order for you to keep your standards of disposability you are going to have to tolerate dirtier air, dirtier water and more economic wars.

Let me narrow my view to some specific problems.

One company has promised you a breakthrough in food packaging using pressure-formed polyvinylchloride (PVC) plastics. Although these plastics are not biodegradable, they do burn without residue. One little catch: one ton of PVC consumes 1.3 tons of oxygen to produce 575 pounds of hydrochloric acid, as well as carbon dioxide and water. By what crazy standard is PVC packaging disposable? A half ton of acid per ton of packaging!

A great lesson of the 1960s should be that biodegradability is not a panacea. The catch, you see, is this. Whether a substance biodegrades -- rots -- or is burned, every carbon atom of the substance will require two oxygen atoms to give carbon dioxide, and every pair of hydrogen atoms in the substance will require an additional oxygen atom to give water.

The oxygen demand and the final products are the same, whether the substance is burned or whether it biodegrades. In the one case oxygen is taken from the air. In biodegradation the necessary oxygen is removed from the soil or the water. And except at the surface, this oxygen is replenished very slowly. Once the oxygen content of a lake or stream has been exhausted, the lake or stream is dead. No life. No further biodegradation.

The suds and foams which created that stir in the late 50s turn out in retrospect to have been an aesthetic problem compared to today's low-sudsing, biodegradable phosphate detergents.

Many people see the aluminum beer can and the throw-away bottle as environmental hazards. And so they are, but not in the way people think. The fact that they are not biodegradable is good fortune in terms of oxygen demand, not bad. The difficulty about their permanence is an aesthetic one. The environmental problem with aluminum cans or glass bottles arises from the amount of power -- or energy -- which is consumed to make them.

The products of our factories are disposable because these products are made with cheap power -- but power is cheap only by today's narrow standards. Garret DeBel has described the environmental impact of power production as follows:

> "All power pollutes. Each of the major forms of power generation does its own kind of harm to the environment. Fossil fuels -- coal and oil -- produce smoke and sulfur dioxide at worst; even under ideal conditions they convert oxygen to carbon dioxide and generate vast amounts of heat. Hydroelectric power requires dams that cover up land, spoil wild rivers, increase water loss by evaporation, and eventually produce valleys full of silt."

Nuclear fuels seem the least harmful. No smoke, no vast mines. And yet nuclear power plants are the most dangerous, not just because of the possibility of fantastic accidents, but because there is no way to dispose of their wastes. There is no way. Our nuclear power plants produce a railroad car of radioactive solid wastes every 24 hours. This stuff will remain lethal for thousands of years. Where can it be put? How deep must it be buried to be deep enough? The AEC currently disposes of its military radioactive wastes in the northwest -- near a principle earthquake region.

Even if there are products which can be disposed of in sensible ways, you must ask whether the manufacture of these products requires a great amount of energy. You must look for environmental hazards in the manufacture, in the use and in the disposal of new, "convenient" products.

There is an empirical law in the chemistry business. If everything seems to be OK, this law says, you have overlooked something. If disposables look attractive to you, it is because you have your eyes closed. Someone is going to pay for your convenience -- the guy down wind -- they down river -- or the guy down time, a couple of generations.

This is not sophistry. You can do something about the environment. You can put your money behind your concern. There is a list of important conservation lobby groups -- the Sierra Club, the National Wildlife Federation, etc. Get one of these lists. Find a group whose views you share. They will use your money to hire lawyers and raise general hell. The groups have muscle.

To paraphrase popular slogan: The Earth. Love it or leave it.

Relations With The Campus Community

WILLIAM C. EDWARDS
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I. HOW IS THE UNION VIEWED BY OTHERS?
  A. Departmental perceptions
    1. Do other university departments have specific impressions of the union's role?
    2. How are they determined?
    3. How well does the union communicate its priorities to these other specialists?
  B. Student organizational impressions
    1. Does the union have an image among student organizations?
    2. How is the image (or lack of one) conveyed to organizations?
    3. What does the union do to communicate its priorities to these clubs?
  C. Individual preferences and their relation to the priorities to these clubs?
    1. Are individual users aware of features that distinguish the union from other facilities on the campus?
    2. How do users (or non users) form their opinions?
    3. How does the union communicate its priorities to individual members of the university community?

II. HOW DOES THE UNION VIEW OTHERS?
  A. Departments
    1. Does the union have an understanding of functions of other departments?
    2. What sources does the union rely upon to learn about other departments?
    3. How does the union actively analyze the activities of other departments?
  B. Student organizations
    1. Does the union have an accurate understanding of the specific purpose for the existence of the numerous student organizations?
    2. What sources does the union rely upon to learn about student groups?
    3. How does the union actively analyze the activities of student organizations?

C. Individual users
   1. Does the union have an understanding of the preferences and priorities of members of the college community?
   2. What sources does the union rely upon to learn about members of the community?
   3. How does the union actively analyze the preferences of individuals?

III. WHAT ARE THE COMMON OR RELATED GOALS, PREFERENCES, AND PRIORITIES OF INDIVIDUALS AND ORGANIZATIONS?
   A. Goals and priorities of the union as they relate to those of others affecting the campus environment.
      1. Departments
      2. Student organizations
      3. Individual users
      4. The institution as an entity
   B. Goals, priorities, and preferences as they relate to the goals of higher education
      1. Those recognized and sought after by the union
      2. Those recognized and sought after by other departments
      3. Those recognized and sought after by student organizations
      4. Those recognized and sought after by individuals

History Of Mountain Artisans

MICHAEL R. WENGER
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Mountain Artisans began as a dream: a dream of artisans, artists, people involved in community action programs, government agencies and private citizens. As a concept, Mountain Artisans is not new. This type of project has been employed successfully primarily in Europe; however, in the United States it has not been actively explored.

Mountain Artisans had its actual beginning when a low income marketing cooperative in West Virginia requested marketing assistance from the Arts and Crafts section of the West Virginia Department of Commerce. Staff members of the Arts and Crafts Section visited this cooperative and met with its members and Board. It saw many fine examples of workmanship: beautiful quilts, beautifully made clothing for personal use, small items for the home -- all executed very well, but not marketable. The marketability of the items was a problem for several reasons: people at that time were not accustomed to paying considerable prices for fine quilts, the colors were not contemporary, and the quilters themselves were geographically limited. However, the ladies were willing to take their skills and try them in new products.

Thus, the idea of the patchwork hostess skirt was born in West Virginia in 1968. A Charleston store (Peck's) agreed to purchase several of these skirts, sight unseen, and an interior decorating firm (Parish Hadley) in New York agreed to purchase fabric by the yard. The first skirts and the fabric were made and delivered in late summmer of 1968. There was immediate response in re-orders. More skirts and thirty yards of fabric were made. At this time, the artisans themselves felt they were not able to handle the marketing, design, and the purchase of material. So a group of citizens who had been following the project and working with it were called together by the Department of Commerce, and this group formed Mountain Artisans as a non-profit, non-stock corporation. Incorporated in November, 1968, in the State of West Virginia, participants were all ages, all economic brackets, and all united in a genuine interest in the survival of hand skills as well as new economic opportunities for an area of the country which desperately needed such development.

West Virginia Artists donated designs toward the first sample line while various individuals donated small and large sums of money to finance the beginning operations. In 1969, a Board member, a representative of the Department of Commerce, and one of the volunteer artists, Dorothy Weatherford, went to New York to begin knocking on doors to let the world know there was a Mountain Artisans. The group's objective while in New York was to learn about fabric contacts, about stores, about marketing the items. They met with representatives of Vogue Magazine (an appointment arranged by Parish-Hadley, Inc.), and they later met with representatives from Mademoiselle. In fact, it seemed like they met the entire staffs. These people were encouraging, and it was their confidence in the products and the ideas behind Mountain Artisans that lifted the spirits of the small group as they began phone calls to stores, buying offices, etc.

To put it mildly, starting something new is not easy, and the road for Mountain Artisans has not been an easy one. Stores are besieged by new sources, and to end up with someone on the phone with a name they couldn't understand, ("Mountain who?") and from a state that not many people knew existed, ("Where is West Virginia?"), "Oh, I know some people in Richmond") was an obstacle to overcome. However, at the finish of the trip, we had learned many things and we also came back with some encouraging news. Neiman Marcus bought the Mountain Artisans' line. Mountain Artisans also had orders to execute fabric for Donald Brooks and for Oscar De La Renta. For the first trip, we were very encouraged.

We came back to West Virginia to learn more hard facts of starting a business. We learned that banks do not loan against orders, that they loan against accounts receivable. We also learned that many of the standard lending institutions do not loan to non-profit corporations. The board met with women from groups (both groups who had done work and groups who were very interested in working) and leveled about what had happened and the hard work that lay ahead. The groups had faith and were willing to take the risk of trying, as were the Board of Mountain Artisans and the people who were working with it in a volunteer capacity.

Mountain Artisans "hung in," and the first orders were met. Kanawha Banking and Trust Company in Charleston, seeing our efforts, said, "We can't let you down," and they extended a small line of credit, which Mountain Artisans used through the summer of 1969 to pay for fabric, labor and essential expenses, as telephone and postage.

A husband of a board member loaned space within his office building. Mountain Artisans was able to move from Dorothy Weatherford's attic and Florette Angel's house into its own office quarters. The summer staff were college volunteers, many members of our present staff (including Dorothy, Florette, Claudia Schechter, and Rita Bank).

In August of 1969, Mountain Artisans received from the Office of Economic Opportunity a grant that covers staff, a Charleston office, a small amount for marketing, a small amount for product development and travel expenses. This grant was a "shot in the arm" and enabled Mountain Artisans, in three weeks, to design and execute a sample line to take to New York. During the preceding months, there had been stories on Mountain Artisans in the New York Times, National Observer, and on ABC television. While we were in New York, Women's Wear Daily wrote on Mountain Artisans, and the work began to have a larger distribution.

We came back from New York and moved from the donated office space into our first actual rented space in the Union Building. This fifteen hundred square feet looked absolutely huge to us. We had a lot to learn -- from the fact that we did not allow time for snow in our state, in setting our delivery dates, to the actual working of a business. Stores were extremely understanding of our growth and of our learning as we grew.

Stories on Mountain Artisans continued to "spread the word," and we were lucky to receive coverage in Vogue, House and Garden, and House Beautiful on some of the Mountain Artisans' products. The number of women involved had grown from thirty to over two hundred, with many more still waiting. We also learned how very much the women are capable of handling, an amount we are still trying to grow toward.

In Arpil of 1970, Mountain Artisans presented its fall and winter collection of 1971, a collection which met with great response and which enlarged the number of stores that would be carrying Mountain Artisans items from around ten to about twenty. It also introduced, for the first time, a series of children's items. Up until this time, Mountain Artisans had concentrated on home furnishings and women's apparel. This line met with great response in the stores, something that is the final test in this business.

In the fall of this year, we returned to New York to present our spring and summer collection for 1971. While we have a long way to go, thanks to the kind publicity we have received, Mountain Artisans is no longer unfamiliar and West Virginia is becoming known for something that is positive. Mountain Artisans is indeed a unique corporation: it is not only a non-profit, non-stock corporation, but it is one of the most unusual manufacturing and design houses within the United States.

Dorothy Weatherford designs all Mountain Artisans items, including the adaptations from old traditional patterns. Dorothy is a painter, who literally paints with fabrics and was one of the original volunteers. Preceding a collection, Dorothy has many, many designs which are evaluated in terms of marketing and in terms of satisfying the individual groups' needs. The designs decided upon are first made in the office under Dorothy's supervision by two seamstresses who use patterns executed by a professional pattern drafter. A time study is done, and then the first samples, the instructions, and materials are taken to the group most appropriate for making the item.

A field staff works with the groups on the production of the samples. Another time study is done by the groups to arrive at an average labor time (to which groups agree). The number of hours, times $2 gives Mountain Artisans its base labor cost per item. The individual cooperatives also receive an additional 10 per cent labor for their own use. The labor and fabric cost, plus an overhead for Mountain Artisans will be self-sustaining and not in need of government assistance.

The field staff works with the groups not only on production but on individual problems that small businesses have, from taxes to bookkeeping.

The line is taken to New York to market, going during the key market times. The orders are brought back and Mountain Artisans furnishes the patterns, instructions, and all materials needed to construct an item. Mountain Artisans' items are completely made by the ladies.

These women participate in fifteen groups, many chartered as cooperatives. They are located in seven counties in the state of West Virginia. The counties are:

Harrison County
Lincoln County
McDowell County
Wyoming County
Lewis County
Summers County
Upshur County

Each month the group is paid for the work that it has completed the preceding month. Mountain Artisans warehouses the items and collects an order for shipment. The items are shipped to the stores, and Mountain Artisans handles the billing. Each group elects representatives for the Board of Directors of Mountain Artisans and more than half of Mountain Artisans' board is composed of members from the cooperatives. The board meets once a month to set policy and give guidance to Mountain Artisans. The staff of Mountain Artisans includes, in addition to the designer and the design staff, the field staff, a production staff, bookkeeper, secretaries, director, director of sales and promotion, and a shipping department. The staff totals about twenty people. It is a young staff; the average age is about twenty-four.

The staff, the board, the women and all the many people (from store executives, buyers, press people) who have volunteered many hours are working together to make Mountain Artisans work. It is important, not only that Mountain Artisans work for its own sake, but that it can prove that it is a vital economic principle, one that will work, not only in needle skills but in other media, for other areas of the country as well as for Appalachia.

For further information, please contact:

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An Action Plan For The Development Of The Upper Kanawha Valley

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Many forces are at work in the Upper Kanawha Valley. Some forces are attempting, usually independent of each other, to bring some improvements to the area. Generally, these efforts, while well-intentioned, have been piecemeal and not particularly significant in terms of the overall development of the area. Furthermore, since they have been on a small scale and usually not related to each other, they have not had much power behind them.

Other forces are simply bleeding the area of its resources and in the process, creating even more problems. These forces, controlled from outside the state, are powerful and have thus far shown little, if any, concern for our problems.

It is possible to stop the bleeding, even reverse it. It is possible to blend those independent forces working for good into one powerful force whose efforts can have a significant, positive effect on our area. It is possible to create here a model for what can be done in rural areas with similar problems throughout the nation.

What we need is vision -- bold, courageous, and creative vision! And we need action -- bold, courageous, and creative action!

This paper visualizes a bold, new plan for the future development of the Upper Kanawha Valley and proposes action to implement this plan. It is presented in the hope that it will stimulate others to visualize new alternatives for the development of our area, and more importantly, stimulate action toward this development -- unified action free of the petty jealousies, the intolerances, the prejudices, the lack of faith in and concern for our fellow man that have separated people and places for far too long, at the cost, very possibly, of our own self-destruction.

In the past several years the "urban crisis" has become the focus of our attention on the domestic scene. Most people, almost as a matter of course, equate the "urban crisis" in domestic affairs with the Vietnam War in foreign affairs.

The crisis in urban America is real enough. The decay of the inner city, the bitterness of the inner city residents at the government's failure to deal effectively with problems, such as unemployment, discrimination, education, housing, transportation, pollution, and health, are key ingredients of an explosive situation.

However, the real domestic crisis goes beyond just the inner city and urban America. It is national in scope, and it affects rural America, too. Problems of unemployment, discrimination -- against poor white as well as black, education, housing, transportation, pollution, and health are not confined to urban areas, and are, in fact, frequently more serious in rural areas.

To date our attention has been drawn to the big cities, because that's where the action has been. The federal government has poured money into the big cities to try to cool down the riot fires. At the same time, we have ignored the non-urban or rural areas because there haven't been any fires to cool down. The reasons for the lack of "action" in rural America are many and varied and cannot be dealt with here in any meaningful way.

But "action" or not, the problems are there. And these problems are closely related to the problems of urban America. Both political parties as well as the academicians agree to this as testified to by the following quotes from Lyndon Johnson, the Republican Coordinating Committee, and sociologist Joseph P. Lyford, respectively:

> "History records a long, hard struggle to establish man's right to go where he pleases and to live where he chooses. It took many bloody revolutions to break the chains that bound him to a particular plot of land, or confined him within the walls of a particular community.
>
> "We lose that freedom when our children are obliged to live some place else, that is, if they want a job or if they want a decent education. Not just sentiment demands that we do more to help our farms and rural communities. I think the welfare of this Nation demands it. And strange as it may seem I think the future of the cities of America demands it, too...
>
> "The cities will never solve their problems unless we solve the problems of the towns and the smaller areas. So consider the problem of urban growth. If the present trend continues, by 1985 as many people will be crowded into our cities as occupy the entire nation today -- in 1960. That means people enough to make five more New Yorks, or that means people to make 25 Washingtons. Many will migrate to the cities against their will, if we continue to allow this to happen..."
>
> "Our rural areas are bing depleted of people. From 1950 to 1960 the rural population -- farm plus nonfarm -- declined by 400,000; the urban population increased by 28 million. These trends have continued. The Department of Agriculture anticipates further outmigration to the year 1970...
>
> "What becomes of these people? They move into our great cities ...
>
> "And will these be alabaster cities, gleaming, 'undimmed by human tears?' Not likely. The migrants concentrate unassimilated in Detroit, in Cleveland, in the South Side of Chicago, in Watts, in Harlem, in Indianapolis, and in a hundred other cities. Smog, congestion, water pollution, law enforecement and other problems of the megalopolis beset them and their uneasy neighbors. By generating a kind of 'urban crush,' they create a problem in the cities to which they go. By depopulating the countryside, they create a problem in the rural areas from which they come."
>
> "One of the weaknesses in current discussions of the problems of the city is the assumption that the crisis of the city is somehow unrelated to the crisis of our rural areas. It should be obvious that we cannot begin to deal effectively with the problems of the inner city in education, housing, employment, health and welfare unless we also deal with the rotting and dying areas which are the sources of the apparently inevitable migration to the city."

What is happening in the rural areas, simply, is this:

The technological revolution has rendered many jobs obsolete. Such typically rural occupations as farming and mining are among the hardest hit. At the same time, new industry is not anxious to locate in most rural areas because of the inaccessability of these areas, the lack of a trained labor force, the lack of adequate public facilities and services, etc.

The resultant unemployment has forced many able-bodied men to seek work elsewhere -- where jobs are available -- in the big cities. This has added to the burden of the already over-burdened cities as far as crowding and public services and facilities are concerned. Unfortunately, the return for the cities is not always commensurate with the added burden, because migrants from rural areas don't always find the job they thought would be available.

For the rural areas who lose their most able-bodied men, the problem is worse. As working age citizens leave, the tax base declines. As this happens, the per capita cost of public services, especially education and welfare, shoots up for those citizens remaining. Costs go up, and revenue goes down. The result is that the local governments cannot provide the quality of education and the variety and quality of services needed to promote economic development -- water supply, sewage treatment, police and fire protection, health facilities and services and public transportation. Furthermore, local governments have not had the personnel to adjust to changing conditions, and they are too small and fragmented to have enough power to do much, anyway.

Additionally, as anti-poverty money has flowed into the big cities, relatively little anti-poverty money has been forthcoming to the rural parts. Thus, the problems continue to grow and the government, which shows little enough inclination to deal meaningfully with the urban crisis, shows even less inclination to deal with the rural problems.

The Upper Kanawha Valley is typical of these rural areas. It has 30 or more unincorporated towns and nine incorporated municipalities spread over a length of nearly 30 miles from Marmet to Gauley Bridge. The largest city is Montgomery, population 4,000. The people of the valley have relied for employment primarily on the coal industry, although some have been employed at one of the two or three large plants in the area. The other main attraction of the area is West Virginia Institute of Technology, a school of about 2,500 students situated in Montgomery and devoted primarily to engineering, secondary education and business.

Inasmuch as the area spans approximately equal parts of two counties, Kanawha and Fayette, accurate statistics for the composite area are not readily available. The area, however, is quite similar to Fayette in its rural nature, reliance on the coal industry, and social and economic difficultires. Kanawha County, which contains the capital city of Charleston, is the most urban county in the state and is not typical of the area involved. Thus, for our purposes, the statistics for Fayette County will give a fairly accurate picture of the Upper Kanawha Valley and its problems.

Fayette County is among the poorest counties in the nation with regard to a variety of poverty indicators. By federal standards, 28.2 per cent of the families in Fayette County were poor in 1966 compared to a nationwide norm of 22.6 per cent. In 1960, the unemployment rate was 12.9 per cent compared to a national norm of 4.8 per cent. This rate was worse than 99 per cent of the counties in the United States. In 1960, the average educational achievement for persons over 25 in Fayette County was 8.3 years and 15.1 per cent of the population was functionally illiterate, almost twice the national average. In 1960 more than half of all dwelling units in the county were substandard -- i.e., did not contain plumbing -- and almost 90 per cent were older than 10 years with a median value of about $4,000 for owner-occupied units, compared to a median value nationally of $11,900.

On the basis of comparative income, the figures are equally discouraging. For example, the per capita dispensable personal income in 1966 in Fayette County was $1,541 versus $2,367 for the United States as a whole. Irrespective of family size, nearly 25 per cent of the families in Fayette County had annual incomes under $2,500 in 1966. Personal income is, of course, reflected in local tax revenue. Thus, in 1962, per capita revenue for Fayette County was $96 and per capita expenditures were $89. This compared with an average per capita revenue is all U.S. counties of $206 and per capita expenditures of $216. Ninety-two per cent of the counties outranked Fayette in per capita expenditures.

Through all this, the population of Fayette County has been declining drastically, from 82,443 in 1950 to 54,400 in 1966. From 1950 to 1960 the population declined by 25.1 per cent and from 1960 to 1966 it declined by 11.9 per cent. At the same time U.S. population was rising by 18.5 per cent and 8.8 per cent, respectively.

And it is the working-age and child-producing age population which is leaving the older and more dependent population behind, shrinking the tax base and increasing the public assistance burden. In 1950 those 65 years and older accounted for only 5 per cent of the population; in 1966 they accounted for nearly 10 per cent of the population. Those five years and under, who accounted for 13.1 per cent of the population in 1950, accounted for a bit under 10 per cent of the population in 1966. In 1966 only 9 per cent of the county's population were in those prime years from 25 to 34.

But statistics rarely tell the full story. The only municipality of any size, Montogomery, is a decaying old city with a population density rivaling some of the nation's larger cities. Its lack of resources does not allow the public leadership to gain either the experience or background to make major inroads into its problems. West Virginia Tech, on the hill overlooking the main part of town, has been growing and expanding at a rapid pace, displacing whoever and whatever is in its path. With little open space in Montgomery, the college's expansion has been forcing people out of the city.

All of these problems pale in light of the pollution situation -- both air and water -- throughout the valley, which rivals the pollution of the worst big cities. At one end is a large Dupont chemical plant; at the other end is a sizable Union Carbide plant. The contamination that emanates from these two plants blankets the valley, and "the sun never shines" in the Upper Kanawha. The "red" Kanawha River -- red due to the chemical waste poured into it -- is one of the most polluted of all rivers. Little more need be said about the pollution problem here, except that no big city in the nation has anything on us when it comes to filthy air and water.

The poor educational achievement of the county's residents is primarily a function of the inadequate school system. Lack of resources is one difficulty -- against a national average of about $500/pupil, Fayette County students had an average of $279 spent on each of them last year. The lack of resources results in an inability to capitalize on the new ideas, imagination, and creativity which we see in education today. A strong dose of provincialism deepens the problem.

Public transportation within the Upper Kanawha Valley is inadequate, despite the presence of water and rail facilities. Two roads run the length of the area -- state routes 60 and 61. Both are predominantly two-lane mountain roads, relatively difficult to drive in ideal weather conditions.

Hunger is not the problem here that it is in some areas, but substantial malnutrition does exist. And health facilities to deal with the many illnesses and diseases that result from the poor diets are woefully inadequate. For example, in 1962, Fayette County had 53.3 physicians per 100,000 population versus a national average of 142.9 physicians. In 1964 the county had 1,926 infant death per 100.000 live births versus a nation average of 1,700.

With all these problems and more, the Upper Kanawha Valley is in trouble -- deep trouble. It needs to improve public services such as education and health and recreation, it needs to develop a trained labor force, it needs to clean its dirty air and water, it needs to provide new housing and some form of public transporation. It needs to do all of this and more if it is going to develop to its full potential industrially and otherwise.

To do all this requires concerted and cooperative action by all the people of the area. Yet, there is a sparse history of cooperative action among the people of the area. Not even the anti-poverty program has penetrated the area except for a few minor services. The local governments in the area are terribly fragmented. The many unincorporated towns are technically under the jurisdiction of their repsective county governments. In reality, they are ignored by the counties -- lack of county resources and lack of organized local pressure groups are the major responsible factors. The incorporated municipalities each have separate governments that do not usually work together and are powerless to do very much due to lack of resources, lack of public interest and understanding, and lack of dynamic and creative leadership.

The picture of the Upper Kanawha Valley is of an area of common problems typical of most rural areas and especially typical of the Appalachian area. The question is: Can anything be done? Since the late John F. Kennedy made the area famous in the 1960 Presidential primary, there has been a good deal of study done of the area. The Appalachian Regional Commission, established by congressional legislation, has done some of the most intensive study of the area, and has suggested alternative strategies for dealing with the problems of Appalachia. Other studies, dealing with the national situation and the relationship of urban and rural problems, have been done by the National Advisory Commission on Rural Poverty (The People Left Behind), the Advisory Commission on Intergovernmental Relations (Urban and Rural America: Policies for Future Growth), the National Committee on Urban Growth Policy (The New City), The Douglas Commission on Urban Problems (Building the American City), and others. These groups have worked independently of each other, but they have come to remarkably similar conclusions. The all agree on some major premises: 1) that urban and rural problems are inextricably intertwined and must be dealt with together if we are to find solutions to today's problems and the problems that will be created with the addition of another 100 million people by the end of the century, 2) that solutions can most definitely be found, and 3) that to find those solutions and implement them, we need a coherent set of goals, objectives, and strategies as a framework for planning and action.

The Appalachian Regional Commission, in its publication, Preliminary Analysis for Development of Central Appalachia, proposes five alternative strategies for this region:

1. Reinforcing Existing Urban Service Centers -- Essentially, this means capitalizing upon what already exists and assuring the maximum return for the public dollars invested by building upon and enlarging some existing communities and clusters of communities in order to make them attractive to new investment and provide jobs and services for the surrounding rural hinterland.

2. Extending the Boundaries of Existing Urban Service Centers -- This is essentially the same as the first strategy, except that it applies to centers where land for expansion is not immediately adjacent. It requires discovering and providing access to suitable land for extension of the communities for new residential, commercial, and industrial activities linked to the employment and service base of the existing communities.

3. Creating New Towns -- This involves recognition of the fact that not all of Central Appalachia or its population is within the reasonable service areas of the communities to which the first two strategies might be applied. Selected opportunities may exist in these areas to create new employment centers.

4. Improving Linkages to External Urban Service Centers -- At selected places on the periphery of Central Appalachia, counties exist which show such linkages to communities outside the study area (but within Appalachia) that their future is basically dependent on improving these linkages.

5. Areas Requiring Special Innovations in Employment and Services -- Relatively large numbers of people live in areas of the region characterized by a highly dispersed population which is not adequately served by an existing urban complex. Development of services and employment in such areas will require new, innovative approaches in the delivery of public services, the development of job opportunities, and the provision of improved access and mobility for the population.

The other four commissions or committees, while dealing with the broader scope of national problems rather than with a specific region, have set forth strategies, suggestions, and ideas that complement the ARC suggestions. The People Left Behind deals specifically with rural areas and many of the problems we have previously defined. The other three deal with both urban and rural problems, and as the titles indicate, concentrate on new ideas for the creative development of already existing urban centers, the development of planned new towns and cities, and the development of clear policies and strategies for dealing with current and potential problems from environment to employment, from housing to education, from land development to transportation to community participation in decision-making.

If we can believe all these "expert" groups, something can be done!

Politician Lyndon Johnson and sociologist Joseph Lyford agree. The former President remarked:

> "... I don't think it has to happen. Modern industry and modern technology and modern transportation can bring jobs to the countryside rather than people to the cities. And modern government could also help."

Mr. Lyford puts it this way:

> "... I do not see why it is not possible for Federal and State governments, and the private sector, to do things which will encourage a change in the trend of our population movements."

So we are apparently not obliged to sit by and watch our communities rot away, our young people leave, our remaining residents despair. If we can accept the assumption that something can be done, the next question is what?

At first glance, the problems of the Upper Kanawha Valley seem overwhelming and our resources far too limited to deal in anything more than piecemeal solutions. But with problems of the magnitude we face, piecemeal solutions, short-range plans, uncoordinated activities simply won't do. What we need is massive cooperation and support for bold, courageous, innovative, long-range planning and action!

The Upper Kanawha Valley from Marmet to Gauley Bridge is a contiguous area geographically and topographically. Beyond Gauley Bridge to the east is a mountain that separates it from the area on the other side. Beyond Marmet to the west and north is essentially an extension of Charleston. The area has common problems in terms of environment, housing, health, education, transportation, employment, etc. Almost all the towns, incorporated and unincorporated, lack the resources and the ability to deal individually and meaningfully with their problems. Montgomery is the center of the area geographically, contains the largest business section and population, possesses the major health facility and the only institution of higher learning in the area. Furthermore, Montgomery figures prominently in the West Virginia development strategy. The state strategy is predicated on the growth point concept of regional development. Within this strategy Montgomery is a supplemental investment area, which means "investments will be made to make the area attractive to new investment and urban services to serve the surrounding rural areas as well as the centers themselves."

Thus we have a common area with common problems, towns too fragmented and small to deal effectively with their problems, and a city in the center of the area which needs breathing room and which is a focal point of state development strategy. And we have a group of "expert" reports that talk about extending boundaries and creating new towns.

The beginning of the answer is to create a single municipality extending from Marmet to Gauley Bridge along the Upper Kanawha Valley, thus giving the area the resources it needs to deal with its problems through combined efforts. Once this is done, planned new communities can be created within the municipality.

Impossible! Impractical? No! Revolutionary though it may seem, it is possible, and it can be practical. What it takes is imagination and a strong belief in our ability to get things done. "Democracy is based on the conviction that there are extraordinary possibilities in ordinary people." (Harry Emerson Fosdick)

What such a municipality would give us is a political unit large enough to work -- to provide the needed public services on an adequate scale, to undertake the needed planning and development activities to get the area moving, to overcome the traditions in social and political institutions which limit our vision, to have the power in people and resources to deal strongly and dynamically with what ails us.

And it is not quite so revolutionary as it may first appear. The Appalachian Regional Commission talks about extending boundaries and creating new towns as two of its primary strategies in Appalachia. Our idea incorporates both of these strategies. The National Advisory Commission on Rural Poverty talks about expanding the boundaries of current urban centers as a way to gain improved planning and programming and a realistic analysis of area problems and opportunities. It does, in fact, suggest the formation of Area Development Districts through state legislation:

1. To plan for coordinated, comprehensive economic and social development.
2. To promote action to carry out the plans through local, state and federal programs or through private organizations.
3. To raise or receive revenues to finance their organizations.
4. To operate areawide library systems, health programs, parks system, anti-poverty programs, industrial development, vocational training, pollution abatement, etc.

What becomes clear as we look at the commission's definition of what an Area Development District should do is that these are all things local governments should do. In their current, fragmented status they are incapable of such activity. Blended into the kind of municipality we propose, they would be capable of such activity, and we would not need to have yet another quasi-government imposed upon us.

Nobody will deny there are a number of serious difficulties in attempting to create such a municipality or develop within it planned, new communities. But before we examine these difficulties and the whole concept of planned, new communities, let us briefly explore some of the issues with which such a municipality would have to deal.

Health, Education and Urban Services

Few people would argue that current services are inadequate. We do not have enough doctors or health facilities. Our educational system is inferior. Most of the towns up and down the river have inadequate police or fire protection. Good recreational facilities and programs are practically non-existent. Streets and sewer and water lines are poor or non-existent, we have inadequate public transportation. Many factors contribute to these inadequacies, but the major factor is a lack of financial resources on the part of the individual, local governments. A large municipal government could accomplish one major goal immediately -- develop a plan of attack for the coordinated, overall development of the entire area with respect to health, education, and other services. Such a coordinated attack on these problems would reduce the cost far below the cost of each individual town attempting to improve such services on its own. More important, though, are the kinds of resources a municipality of this size could attract simply by virtue of its size. First of all, the federal government, principally through its Department of Housing and Urban Development and Health, Education, and Welfare, would automatically look with more favor on a unit of 125,000 people than it would on 20 or 30 different units which together include 125,000 people. Secondly, we are all aware that cities like Charleston, because of their size, tend to get the lion's share of state aid and county attention. The municipality we propose would be the largest city in the state, and there is little doubt that it would receive substantially more attention and assistance as a single unit than as many separate, smaller units. Thirdly, a bold, innovative undertaking such as this is bound to attract a good deal of private interest and support. And fourth, such a municipality would have revenue-raising power, which if used equitably and creatively, could provide substantial revenue for public services and facilities.

Housing

There is a substantial amount of inadequate housing in the area. Again, the current lack of financial resources, both public and private, make any major improvement difficult. A bold venture -- such as a new, consolidated municipality -- could well serve as a laboratory for testing new technology in housing and might well attract new private investment. The recent action of the state legislature in creating the West Virginia Housing Fund is encouraging, and the new municipality would be in a position to deal with the fund on a broad scale.

Transportation

The potential here for efficient transportation, both public and private, is tremendous. Railroad tracks run the length of the area. If these can be up-dated at reasonable cost with public and/or private resources, some of the newest technology in rail transportation could be implemented. Although the road system is currently inadequate, the state plans to make Route 60 a four-lane expressway from Gauley Bridge to Charleston, providing quick and easy access to the major interstate highways now under construction or in the planning stage. There is currently little bus service in the area. If the up-dating of the railroad system is implemented, a public bus service could be installed that would effectively complement the rail system. If the up-dating of the rail system does not prove feasible, a broader public bus system responsive to the needs of the people could be installed. The Kanawha River, which is navigable and runs the length of the valley, provides a natural route for water transportation. A central authority such as a municipality is necessary to plan and coordinate strategies to take full advantage of the existing potential.

Environment

The pollution problems in the area need no description beyond what has been provided. Suffice it to say they are serious -- extremely serious. And what makes them criminal is that we have the technology to solve them. This comes from no less an authority than President Nixon's Science Advisor, Dr. Lee DuBridge. In a television interview December 28, 1969, he said we have the technology to eliminate the problem. What is lacking, he implied, is the public concern necessary to make it politically and economically feasible to use the technology. The municipality could mobilize the necessary local concern and enact and enforce local ordinances to deal with the legal problems. It must be noted, however, that many sources of the pollution that plague the area are outside the area. A municipality of this size could provide the kind of leadership we need to deal with pollution throughout West Virginia.

Land Development and Usage

When people speak of the development of the Upper Kanawha Valley, a most often-mentioned problem is the lack of flat, developable land. That may be a misstatement of the problem. It may well be that the real problem is the misuse of the land that is available for development, both industrial and other. Flat and gently sloping land is available. There is also land available which can be made flat at a reasonable cost. It is simply a matter of planning for the most effective and efficient use of the available land. This can be done only if we have coordinated decision-making on how to best use the land. It can be done under the direction of a municipality with the power and authority to coordinate such decision-making and insure the implementation of decisions.

Citizen Participation

Citizens participate in community affairs only when they feel their activities make a difference, that their voices are heard. If citizens do not feel their participation means anything, they don't get involved. This can have serious consequences for a community, for it deprives that community of:

1. A bird's-eye view of problems and implications of proposed solutions.
2. Input of new ideas from those experiencing the problems.
3. Communication with all segments of the community.
4. Enthusiasm for implementing decisions, which comes primarily from meaningful involvement in the decision-making process.
5. Manpower for accomplishing local projects.
6. The sense of security, worth, power, and control people feel when they are an important part of the community.
7. The knowledge and experience people gain when they participate.

To sum up, meaningful citizen participation in every aspect of community life lays the groundwork for more meaningful democracy -- institutional responsiveness and change.

Unfortunately, citizen apathy toward community affairs is common throughout the Upper Kanawha Valley. Yet, because of its problems and the massive contribution the citizenry can make, the Upper Kanawha Valley desperately needs meaningful citizen involvement in community affairs.

A large municipality could mobilize the citizenry more effectively than we can now. First, it would have the resources to do so. Second, the excitement of being part of a bold, new adventure would attract a number of people. Third, the venture would create an atmosphere in which people would have faith that they could solve their problems. Fourth, if there was broad community involvement in planning from the outset, people would know they made a difference.

Industrial and Manpower Development

Industrial and Manpower Development is critical to the entire effort. If a long-range, self-sustaining resource base cannot be established, if there are not enough jobs to keep the young people here and to give all families an adequate means of support, this venture will obviously fail. Conversely, it is just this kind of venture that can bring the industrial development so critical to the Upper Kanawha Valley -- diversified industry, so the economy of the area is not totally dependent on the fortunes or misfortunes of one or two industries.

What does industry look for in a location? It looks for good public services -- health, education, recreation, etc. It looks for efficient transportation and good access to markets and supplies. It looks for an available labor market. It looks for tax incentives -- although according to a recent study done at West Virginia University, this is not as important as we may think. Above all, it looks for an attractive, progressive, dynamic community. All of these things, a good-sized municipality spanning the Upper Kanawha Valley can offer. The Upper Kanawha Valley, in its present state, cannot, and will not ever, be able to offer these advantages.

With regard to manpower development, we note several factors. A municipality such as this would probably attract a far greater share of manpower training money available from the government. A more advanced education system could provide the necessary training for the young people to move into the expanded local job market. The growth of the area would attract new people, adding to the labor force.

There is a cycle effect here, too. As the municipality improves the area's attractiveness, industry moves in broadening our resource base. With industry comes new population and new business to serve that population, still further broadening the resource base. With the additional resources, the municipality can improve and expand its services and its attractiveness, thus attracting new industry, and the cycle starts again. Additionally, as the municipality expands its services, it creates new jobs in the public sector. It will need people in the social services, in construction, in maintenance, etc. Ultimately, with good planning, effective implementation, and lady luck, we will have a self-sufficient, attractive, growing municipality.

This is a good point at which to speak about local investment and investment capital. Contrary to what most people apparently believe, the area is not devoid of financial resources. Checchi and Company, which recently did a study for the Appalachian Regional Commission, came up with some interesting facts. The study concentrated on Central Appalachia, of which the Upper Kanawha Valley is a part. It found that in Central Appalachia in 1967 there was a gross outflow of capital of $109 million and a net outflow of $54.1 million; i.e., there is a good deal more money in investments leaving the area than coming in; i.e., there is investment capital here that is being invested elsewhere. Furthermore, Checchi found, an estimated $13 billion exists in the states of West Virginia, Kentucky, Virginia, and Tennessee (parts of each of these states comprise the Area known as Central Appalachia; in West Virginia it includes the counties of Fayette, Raleigh, Summers, Monroe, Mercer, McDowell, Wyoming, Logan, Mingo) in the form of assets of life insurance companies, bank trust departments, endowment funds, retirement funds, industrial ad personal loan companies, and credit unions. These funds have been invested very conservatively and have not been used to promote any significant development.

The study finds a number of reasons for this. Lenders can earn higher returns in government securities or other investments outside the area; except in exceptionally development-conscious communities, bankers of the area are either overly pessimistic about local economic prospects or unwilling to accept the lower rates of return and higher risks associated with investment in small local enterprise; relative isolation, economic lag between much of the area and the nation as a whole, the tendency to base local investment decisions on personal relationships all create conditions which may discourage development of a more dynamic atmosphere for investment.

As a corollary to this, the study found banks in the area generally conservative in lending policies. They have higher average assets than the four states as a whole; they pay and charge lower interest rates; outsiders find it difficult to obtain capital to start a new business since personal relationships are so important; there is little cooperative and joint-participation lending among correspondent banks; bankers have little experience in financing any kind of dramatic expansion of investment; the banks have a low ratio of loans to deposits; and they hold a relatively high proportion of their assets in U.S. government securities, which do not directly assist area economic developments.

On the other hand, according to Checchi, where economic gains are being made in Central Appalachia, local lenders are beginning to favor local investments. And where strong efforts at economic development are underway, banks respond more quickly to demands for money, and the bankers themselves often provide the key leadership in such efforts. Thus, we reach the inevitable conclusion that there is money in the area that, given bold and dynamic leadership, could be used to promote the development of the area.

Checchi comes up with a possible answer. If a development fund for Central Appalachia were established which met the criteria of commercial bankers, perhaps some of the sizable assets of the area might be channeled into it. This is not without precedent. The Regional Industrial Development Corporation (RIDC) of Southwestern Pennsylvania (a nine-county area) appears to be a successful local effort to attract investments. It performs the following functions:

1. Helps the area seek out new employment opportunities.
2. Upgrades the labor force.
3. Broadens the region's industrial base.
4. Provides to companies financial assistance beyond that available through conventional sources.
5. Assists firms in need of new facilities.
6. Accelerates scientific and technological spin-offs.
7. Helps provide a regional environment conducive to more rapid economic growth.

A sister corporation, the RIDC Fund, was set up to help alleviate the shortage of risk capital available in the area. It is a privately-owned corporation with a public purpose and is financed by shareholders, banks, savings and loan companies, and insurance companies. It has 46 participating lending institutions and lends and invests its funds within the RIDC area. At the same time it provides for future growth and losses through investments representing potential capital gains. In six years it has committed $13.8 million in 140 capital-requirement situations, preserving or creating 5,200 jobs.

Some adaptation or modification of this idea should be applicable, not only in Central Appalachia, but right here in southern West Virginia and within the municipality we propose. The RIDC experience seems to indicate three requirements for successful operation of a development fund:

1. Community need and support (business, labor, civic groups, and public officials should be represented on the board).
2. Money and the assumption of risk (about $1 million is needed for a start).
3. Competent professional management no matter what the price.

Right here we have the resources to get started. In 1960, Fayette County, with total bank deposits of $31,994,000, had higher total bank deposits than 78 per cent of all U.S. counties. And Montgomery has the two largest banks in the county with total bank deposits in October 1969 of more than $12 million. We have the resources; what we need is the will.

We have now explored some of the issues with which the new municipality must deal and some ways in which it can find answers. But in order to make the idea of an Upper Kanawha Valley municipality a viable goal, we must deal with the concept of planned, new communities.

"New Communities" are large-scale developments constructed under single or unified management, following a fairly precise, inclusive plan and including different types of housing, commercial and cultural facilities, and amenities sufficient to serve the residents of the community. They may provide land for industry or are accessible to industry, offer other types of employment opportunities, and may eventually achieve a considerable measure of self-sufficiency. They can be developed on previously vacant land in unincorporated areas or by expanding existing small municipalities.

There are a number of generalized reasons large-scale development of new communities is desirable. It enables us to plan for orderly growth, with the most advantageous location, timing, and sequence of development and a close relationship to regional and national development plans and objectives. It enables us to accomplish a less wasteful and more efficient use of land. It provides a real opportunity to break away from conventional thinking and try new arrangements in such fields as building codes, land use controls, zoning regulations, public programs, and governmental structures and intergovernmental relations. It enables us to make available a wide range of housing types at varying costs, including low-income housing. It offers investment opportunities on a large scale. It presents a means of demonstrating varying kinds of environments, which in turn can serve as models or "yardsticks." And it provides a more dramatic means of focusing the attention of public officials and the public-at-large on the problems of community development.

If we are to make the Valley and the municipality an attractive place for people and for investors, we need to have comprehensive, short, medium, and long-range planning, and we need substantial changes in current conditions. We want to make this municipality the kind of growth center that can attract persons from a wide area; we want to make it a model center for other areas that want to attempt the same type of development; we want to make it a truly "people-planned" community, responsive to the needs and desires of those who live within its boundaries; we want to make it a diversified community, preserving the essentially rural character of much of the area, yet providing the kinds of services and advantages characteristic of a rather good-sized municipality.

Planned, new communities are not without precedent in the United States, or in West Virginia. The first planned community in the United States was Sudbury, Massachusetts, in 1638. As most everyone knows, our nation's capital is a planned city, at least physically. The first major thrust of planned, new communities was the company town, which was an outgrowth of the industrial revolution and was the vogue in the late 19th century. Its counterpart in West Virginia is the coal camp. Thus, many of us have lived or are now living in what was once a planned, new town. Most of these were not too well-planned, however, because the promoting industries were primarily concerned with profits and company needs.

The next major attempt at planned communities was the "real estate community," which was an attempt to create a suburb completely cut off from the industrial process. Next came the "garden city," which was essentially a series of separate neighborhood communities linked to a common community center by pedestrian thoroughfares separated from those for traffic. After the depression, came something called greenbelt communities, which were to be exclusively for low-income families. Then came new communities in response to power and reclamation projects such as Norris, Tennessee; atomic energy towns such as Oak Ridge, Tennessee; private development towns such as Levittown, Pennsylvania; and the current crop of planned communities such as Reston, Virginia, and Columbia, Maryland.

Planned, new communities feature a dynamic and harmonious relationship among the elements of the overall scene. The more recent efforts feature a general pattern of curving streets; superblocks with houses, townhouses, and apartments clustered around common open space; varying land densities frequently separated by open space and parks; shopping centers designed around a core of buildings, malls, and walkways surrounded by parking space; the neighborhood and village approach, with residences, schools, and churches grouped around a small commercial and activity center and the village oriented around a large town center as the major commercial and retail focus. These are just examples of what can be done. Planning for the Upper Kanawha Valley would have to be tailored to the distinctive factors present here.

A major stimulant to increased activity in planning and developing new communities has been the entry of large investors into the field. They invest primarily in overall land acquisition and development and then sell the developed land to builders, real estate firms, industry, research and commercial enterprises, etc. Sometimes, the original investor may do some home building himself, and frequently he will retain some sites such as shopping centers and apartments for his own investment purposes. Usually, it is necessary to do anticipatory building of shopping centers and industry to the area. Most often, it is the traditional developer-builder, national corporations with cash to invest, large land owners, or mortgage lenders seeking equity investments who are the new community builders.

There are significant problems to be faced in new community development. But we have some advantages in dealing with these problems that not all localities have. The major problem is the necessity of extremely large initial investment, primarily for land acquisition and development. But if some of our large landholders (perhaps as much as half the land is controlled by as few as nine owners) were persuaded to support our efforts and to develop their land as part of our overall plan, the initial land acquisition cost would be eliminated. In most new communities that start from scratch, the necessity of government decisions regarding planning, land use control and zoning, and program development prior to the existence of a local constituency and leadership poses a problem. Here, we already have the constituency and a fair amount of leadership. Another problem of communities that start from scratch is that fiscal and other factors prevent them from being able to provide a balanced range of housing and job opportunities. Here, we already have a housing mix which we should be able to maintain, especially if we can lessen the fiscal problem at the outset through elimination of the land acquisition cost. Most areas where new communities have been developed have lacked a local professional planning capability. While we face a similar lack here, we do have the planning resources of the Appalachian Regional Commission close at hand, and this is extremely useful. Finally, new communities have faced the problems of inadequate local government institutions and not enough sustained government involvement and commitment. Given the creation of our municipality and our commitment to the idea of planned, new communities, we should not face this problem.

Earlier in this paper, we promised to examine some of the problems involved in creating a large municipality incorporating the Upper Kanawha Valley from Marmet to

Gauley Bridge. A major problem is money. There are several sources -- federal and state government, private corporations with interests in the area (coal companies, chemical companies, insurance companies, oil companies, railroad companies, local banks, public utility companies, etc.), private foundations, the UMW and AFL-CIO. A variety of federal government agencies have money for programs which we are proposing -- the departments of Housing and Urban Development, Health, Education and Welfare, Interior, Agriculture, Transportation, Commerce, Labor, and others. What we need more than anything else in order to get a substantial slice of the money is creativity, imagination, energy, forebearance and perseverance. Much less state money is available, but essentially the same ingredients are necessary to get it. Money from private foundations is also available in substantial amounts and requires the same attributes.

Dealing with private companies and with the unions presents a different situation. The money is there; what is in question is their desire to help. Creativity, imagination, energy, forbearance, and perseverance may not be enough. What we need to do is to convince all those private companies with interests in our area that 1) the development of the Upper Kanawha Valley will benefit them, and 2) they have a moral obligation to the people of the Upper Kanawha Valley. This may be a matter of simple straight talk, or it may require well-organized people pressure. It may be difficult, and it may be idealistic. But at the outset we spoke of the need for boldness and courage, and this is one time we will need all we can muster.

This leads us to a second major problem -- selling the idea to all the people of the Upper Kanawha Valley. The key is to make sure everybody understands it thoroughly. Once they do, it is imperative that they have the option to accept or reject the idea. The danger, though, is that people will reject it out of hand because if sounds too revolutionary. If they truly understand it, we feel confident that it will make sense to them. Thus, the answer is a lot of hard legwork to make sure everyone understands exactly what we are proposing. It should be emphasized here that it is not the purpose of this paper or of West Virginia Tech to force anything on anyone. It is our purpose to emphasize the need for cooperative action and to stimulate a discussion of alternatives and the initiation of some form of cooperative action based on the will of the residents of the area.

There are other problems -- what to do about current local governments, the crossing of county lines, etc. But, if we can muster the resources and gain broad community support, we can deal with these problems. So, let us make some specific proposals for immediate action to muster the resources and gain that broad support.

First, those people with leadership responsibilities in the Upper Kanawha Valley -- public officals, civic leaders, union leaders, business and industry leaders, academic leaders, community leaders -- must react honestly and constructively to this proposal, criticizing where they feel it is warranted and making alternative suggestions for dealing with the problems we face. Second, we propose the formation of a broadly-based steering committee, composed of these leaders, to help us:

1. Establish long, medium and short-range goals for the entire program and set time schedules.
2. Seek funding for whatever action is decided upon.
3. Enlist broad community, state, and federal support for such action.
4. Form committees to deal with specific issues such as health, education, and urban services; housing; transportation; environment; land development and usage; citizen participation; industrial and manpower development.

West Virginia Tech must show its support by offering specialized instruction in community planning and development to committee members and other interested citizens so they can gain the necessary knowledge and background to make decisions and plan effectively and efficiently. Students at Tech can perform at least two vital tasks, either through the college work-study program or as volunteers. They can conduct surveys and studies throughout the area that will yield statistical information about the area, information concerning the community's feeling on a variety of relevant topics, and other information that the steering committee feels is relevant. Additionally, they can provide the manpower for mobilizing and involving an increasing number of local residents in the planning and implementation of the program. This is especially relevant in view of a recent letter from the Office of Education urging colleges to reallocate substantial portions of their college work-study money to support the employment of students in off-campus public service programs. The college can promote activities to awaken the community to the need for action, activities such as lecture series, symposiums, television and radio program, newspaper articles, etc. Tech has many resources and a desire to become a more constructive force in the solution of community problems. We need only tap those resources.

What is most important is the enthusiastic, constructive involvement of all segments of the community in the efforts to develop the Upper Kanawha Valley. The idea proposed here may not be the solution to our problems. But at the very least, it will promote discussions as to what alternative we have, and hopefully, it will promote some action. This is crucial, for the consequences of inaction, not only in the Upper Kanawha Valley, but throughout the nation may be disastrous. We can already see the consequences here. Our rapidly declining population, more than 25 per cent in the last 20 years out the nation skyrockets, is of serious concern to most of us. If it continues, we may be witnesses to the total disintegration of our area. Our educational and medical facilities and services, housing living standards, job market, personal income continue to lag far behind that of the rest of the nation. Our current policies are not about to change these conditions.

But we must think beyond our own backyard, also. For as our rural areas die, our urban areas and their problems are growing faster than we can cope with them. Some of the consequences are clear -- the overcrowding, the unemployment, the violence, the state of the schools, the housing, the environment. There may be, however, even deeper, more long-range consequences that are not now so obvious. Several recent studies of the psychological impact on the human personality of urban crowding are worth noting. Studies by Leo Levy and Harold M. Visotsky, by Louis Wirth, and by Ian L. McHarg indicate these effects of urban crowding on the behavioral patterns and mental development of the human personality:

1. Enforced physical contact often leads to the maintenance of "emotional distance," an indifference to the suffering of others, an unwillingness to "get involved," delinquency and violence. All of us have read about it, and some of us have witnessed incidents which bear out this theses.

2. The inability to affect decision-making in an urban bureaucracy leads to civic apathy and political alienation. The individual tends to lose the spontaneous self-expression, morale, and sense of participation that comes with living in a well-integrated society.

If such is truly the case, the continuation of the current pattern of migration from the rural areas to the cities may well cause our society as we know it to come apart at the seams. Even if it is only partially the case, and there is empirical evidence of it, we are in deep trouble.

Drug Education Workshop

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I. WORK SHOP PRESENTATION

A. Mind set: Where is your head?

1. Examine your own attitudes towards drugs. Include alcohol, tobacco, caffeine, all pills. (See Dr. Joel Fort's chart in Nowles' book, Drugs On the College Campus). What are your own biases?
2. Take a cultural overview of the drug situation. Look at film, US (Churchhill). Read: Dr. Joel Fort's paper, "Marijuana" (NSA) and Keniston's "Drug Use and Student Values" (NASPA). Watch televison and magazine advertising. Is man entitled to a certain degree of artifical (chemical) stimulation or relaxation?
3. Get factual information about drugs -- but "check your source." Excellent: Drugs From A to Z by Lingeman. Pretty good: Most publications from the NIMH. Mediocre: Most pamphlets from the AMA. Highly suspect: Any pamphlet from a local law enforcement agency or community "do-good" organization. See what the studetns think about "The Facts" you've accumulated.
4. Make contact with student users. Find out what their drug sophistication level is. What drugs are "in" on your campus? How many users? How do they view drug use? See parts of Blum's book, Students and Drugs.
5. Talk with others (not students) on campus. What attitudes about drug use exist among your faculty, administration, your colleagues? What does your Counseling Office think? Is there a college drug policy?
6. Then re-evaluate your own attitudes toward drugs. Can you remain objective? Program may flop if you impose your values on it. Example: You can't

assume that all students using drugs are having problems; very few of them think (or would admit) they have a problems. Do you have a "mission" about drugs? And, for whom are you running the program? The administration? The cops? The students? (Did they ask for it?) Or even for parents? (They need it most!)

7. Drug programs have disadvantages-- Seymour Halleck ("The Great Drug Education Hoax") says such programs may be giant cop-outs. Do read his article. You may be teaching unsophisticated students how to do drugs. (See film Potpourri (KCET) and learn how to manicure grass.) Who can resist the description by a Speed freak who shoots, then feels a "total body orgasm?" You may be stirring up hysteria among older faculty, police, parents. Costs are high in $ --- see speakers list for fees -- and in time invested. Is it worth it? Maybe your program won't reach anyone. If it's not relevant and believable, it's worse than no program at all.
8. Look at previous drug education programs on your campus and others in the area. Were they successful? What worked and what didn't?

B. Goals of a drug education program. What do you want to achieve?
1. Provide up-to-date and accurate drug information.
2. Convert use patterns from dangerous drugs to less dangerous ones.
3. Attempt to diminish the frequency and quantity of use.
4. Help counsel prospective drug abusers to alter their behavior.
5. Provide for open and honest dialogue among students regarding their concerns about drugs.
6. Explore alternatives to drug use -- the non-drug high.

C. Program guidelines. Some do's and don'ts.
1. Set up as for any other important program, but emphasize student help in organizing and executing.
2. Outside resources successfully used by others include people from pharmacy, law, and medical schools.
3. Can you start your program during Freshman Orientation?
4. Visual aids, in addition to films, might be drug facsimiles -- available from Winston Products, or sometimes from local law enforcement offices (preferably without the cop).
5. Don't bring the law on campus to moralize, unless you have some offsetting factors (someone from LEMAR, for example). A law school student can tell what laws are.
6. Check references carefully. Misinformation widens the gap between you and the user. Is the information geared for college students? Most is meant for Jr. and Sr. high schools.
7. Be wary of ex-heroin addicts. Student rarely relate to them.
8. Don't forget your professional ethics about confidentiality.

II. MODEL PROGRAMS

The models presented are general planning aids and should be used only as a guide in tailoring programs apporpriate to the needs of your campus. Recommendations of speakers and films are made elsewhere; your campus needs dictate the specific combination.

A. Factors to be considered in setting up any program include:
1. Length - One session or several? A course for credit? Effectiveness and return on invested time greater for continuing program?
2. Cost - How much is your budget? Speakers are expensive; films cheap, but impersonal. Cost varies with length of program. Should program be taken to off-campus location?
3. Level of drug sophistication - Is program aimed at straights or heads -- or both? Who will attend?
4. Size - How many are you trying to reach? Small group is ideal, but expensive. Large group presentation likely to be much less effective.
5. Location of campus - Urban (heavy drug culture, stronger drugs) versus rural (emphasis on grass and acid?). Do you have access to qualified experts (from medical, pharmacy, law schools)? Commuter or resident campus? (What's going on at home or in the dorms?)

B. Programs. Information concerning speakers, films, and other resources is presented elsewhere in this paper. Specific selections should be made only after you have determined the needs and goals for your program.

One or Two Session Program:

Including a film or lecturer with subsequent discussion; distributing (previewed) drug literature, references and resource list.

Topics:
Definition of drugs: Use, misuse, abuse. Formal and informal (street) descriptions.
Psychosocial issues: Why do people use drugs? Why do some not? What are the cultural influences on their use?
Pharmacology: What are the mental and physical long- and short-term effects of use and abuse?
Legal: What are the laws? Can they (should they) be changed? What are your rights if you are busted?
College Policy: What actions will the school take on drug use on or off campus? Whom do you go to see if you have a drug problem?
The non-drug high: What is it? Where and how? Alternatives to drug use.
Provision for counseling follow up, if needed.
Provision for program evaluation feedback.

Three Sessions, or Weekend Program:

Including lecturer or panel (for example, present users and non-users, or "experts") with discussion; one or two drug films with subsequent discussion periods.

Increase the depth of coverage of preceding topics and add:
Religion and drugs. Drugs and the mystical experience.
History of drugs and drug problems.
Current research into drugs.
Introduction to the group process. Exercises to improve communication, such as listening to rock music.

A Continuing Program:
Field trips to treatment and rehabilitation centers.
Panel discussions presenting divergent points of view on basic issues and values involved in drug abuse. (For example, include students, drug users, law enforcement officers, and other depending on "point of view " to be presented.)
Discussions with ex-addicts, at Odyssey House or Synanon, for example.
Assignments - as a part of the "real world" drug community. Example: a day as an aide in a treatment facility or youth center in an urban area; or covering a drug "hot line."
Increase depth in coverage or preceding topics and add:

Relation of drug use to other problems, such as developmental/maturational problems (identity questions); societal problems (racism, poverty); global problems (war and peace).

III. Resources

A. General

1. Bureau of Narcotics and Dangerous Drugs
   Division of Drug Education
   1405 "I" Street, N.W.
   Washington, D.C. 20005

2. The Committee for Psychedelic Drug Information
   Box 851
   Berkeley, California 94701

3. Do It Now Foundation
   P.O. Box 3573
   Hollywood, California 90028

4. National Clearing House for Mental Health Information
   NIMH
   Chevy Chase, Maryland 20015

5. National Coordinating Council on Drug Abuse Education and Information, Inc.
   The University of Rochester
   Rochester, New York 14627

6. Sufism Reoriented
   1290 Sutter Street
   San Francisco, California 94109

7. Drug Education Activities
   Temple University
   Mitten Hall 205
   Philadelphia, Pennsylvania 19122

8. United States National Student Association
Drug Studies Desk
2115 S. Street, N.W.
Washington, D.C.

9. Winston Products for Education
P.O. Box 12219
San Diego, California 92112

B. Films

The following films were selected from catalogs because they were said to be aimed at a college audience. Each film was then viewed by students and student activity staff members at Newark College of Engineering. A film was rated Excellent, Very Good, Good, Fair, or Poor according to whether the information presented was accurate; whether it was thought- or discussion-provoking; and if it was relevant for college students.

No film, even one rated "Excellent" should be allowed to stand alone. It should be previewed to see if contents will fit into your program. Discussion topics or questions should be prepared as a follow-up to the film.

1. "Excellent" Films

   LSD: LEARY vs. LETTVIN Indiana University (10). 54 minutes. Black and and white. Rental: $11.25. A colorful presentation of Timothy Leary's pro and M.I.T. Professor Lettvin's con views on use of LSD. Excellent for starting discussion.

   POTPOURRI: THE CURRENT SCENE KCET Channel 29 (11) 27 minutes. Color. Rental: n.a. A collage of current attitudes towards marijuana use.

   US Churchill Films (6) 25 minutes. Color. Rental: n.a. The entire drug culture, from beer and martinis to marijuana and speed.

   YOU CAN'T GROW A GREEN PLANT IN A CLOSET Zeal Films (18) 54 minutes. Color. Rental: $40.00. Speakers/experts on marijuana at National Marijuana Symposium. Includes Dr. Hip, Drs. Dave Smith and Joel Fort. One of the best films we've seen on the subject.

2. "Very Good" Films

   FOR ADULTS ONLY Professional Arts (16) 28 minutes. Color. Rental: n.a. While intended primarily for parents, it would be good as an introductory film to provoke discussion among college students. Covers the whole drug scene generally.

   LSD - 25 Indiana University (10) 27 minutes. Color. Rental: $11.00. Student liked this factual presentation of LSD effects. Raises some discussion questions about LSD use.

   SPEED SCENE Haight Ashbury Films (9) 20 minutes. Color. Rental: $20.00. Looks at the nature and effects of amphetamine abuse. Students like the realism.

3. "Good" Films

   LSD - A TRIP TO WHERE McGraw-Hill (12) 28 minutes. Color. Rental: $16.00 The nature of the LSD experience and why it's sought is explored. Tim Leary and Sydney Cohen argue LSD issues.

   THE MIND BENDERS National Medical Audiovisual (15) 26 minutes. Color. Rental: Free Includes some "government propaganda," but generally a good documentary on NSD, DMT, mescaline, and other psychedelics.

   THE WORLD OF THE WEED Indiana University (10) 21 minutes. Black and white. Rental: $5.50 History of use and abuse of marijuana. Good for an introduction to a discussion of grass, but not terribly sophisticated.

4. "Fair" Films

   A NICE KID LIKE YOU Extension Media (7) 39 minutes. Black and white. Rental: $15.00 College students talk about drugs and life; their attitudes toward institutions and changing values are also discussed. Objective of film seems to be to let others know what college students are thinking. As such it is less relevant for them than for their parents.

   ARE DRUGS THE ANSWER? NIMH Drug Abuse Film (14) 20 minutes. Color. Rental: Free A low key classroom presentation by Dr. Alan Cohen, former LSD user, to high school students. Not very relevant for college students.

BEYOND LSD Film Associates (8) 25 minutes. Color. Rental: n.a. Intended primarily for parents. Talks about drug use as "filling the communications gap." Not very relevant for college students.

DISTANT DRUMMER (3 part series) NIMH Drug Abuse Film (14) 22 minutes. Color - each film Rental: Free Low-key, somewhat outdated series. Part I, Flowers of Darkness, provides an historical survey of drug abuse problem. Part II, The Moveable Scene, looks at drug scene in major cities. Part III, Bridge From No Place, describes addict rehabilitation. Not very relevant for college students.

DRUGS AND THE NERVOUS SYSTEM Indiana University (10) 18 minutes. Color. Rental: $7.00. How various classes of drugs affect nervous system, shown by animation. Aimed at pre-college level, but may be O.K. for discussion.

ESCAPE TO NOWHERE Professional Arts (16) 25 minutes. Color. Rental: $27.50. Aimed primarily at pre-college level. A sad film about a sad chick who started early with drugs and is now shooting heroin.

FDA SPECIAL REPORT - DRUG ABUSE - BENNIES AND GOOFBALLS National Medical Audiovisual (15) 20 minutes. Black and white. Rental: Free. Emphasis on illegality of amphetamine and barbiturate abuse. Aimed at pre-college students.

GROOVING Benchmark (4) 31 minutes. Color. Rental: n.a. Aimed at junior high school level. Young drug users lose verbal arguments with young former drug users.

LSD: INSIGHT OR INSANITY Indiana University (10) 28 minutes. Color. Rental: $7.50 Uses "scare tactics" to present risks and dangers of LSD use. Aimed at high school.

LSD - THE SPRING GROVE EXPERIMENT Indiana University (10) 50 minutes. Rental: $12.25 Therapeutic use of LSD in clinical situation. Abuses not presented.

5. "Poor" Films

A DAY IN THE DEATH OF DONNY B. NIMH Drug Abuse Film (14) 15 minutes. Black and white. Rental: Free Aimed at junior and high school students showing a heroin addict in the inner city. Not relevant for college students.

CBS REPORTS: MARIJUANA Audio Visuals (2) 52 minutes, Black and white. Rental: $20.00 Outdated television report on marijuana use. Not very relevant because intended audience was much too general.

CRISIS HOUSE Churchill (6) 22 minutes. Black and white. Rental: n.a. Rap session with young people at a halfway house about their drug abuse problems, especially with heroin.

HOOKED Indiana University (10) 20 minutes. Black and white. Rental: $6.00 Young, former heroin addicts tell how they used drugs. Aimed at pre-college level.

MARIJUANA Bailey Films (3) 34 minutes. Color. Rental: $25.00 Aimed at pre-college studetns. Examines facts about grass, but too much like a lecture. Not relevant for college students.

THE DANGEROUS DRUGS Narcotics Educational Foundation (13) 22 minutes. Color. Rental: $12.50 Barbiturate and amphetamine abuse over-dramatically shown. Really scary -- which makes it less successful in reaching college students who're using drugs already.

THE HIPPIE TEMPTATION McGraw-Hill (12) 51 minutes. Color. Rental: n.a. Very outdated CBS report on Haight-Ashbury, and the use of LSD, grass, etc. in the area. Students laughed at this one.

THE SEEKERS Benchmark (4) 31 minutes. Color. Rental: $40.00 A rap session between those (very) young, people who do use drugs and those who don't. Not relevant for college students.

C. Speakers

Name	Fee (approx.)	Agency	Remarks
Abruzzi, Wm., MD	$1500	Am. Pgm. Bur.	Excellent. Relates well to students. Knows the drug scene well.
Austin, Barbara	$1000	H. Walker, Inc.	"Varieties of Psychedelic Experience"
Ayd, Frank, MD	$1000	Am. Pgm. Bur.	
Bear, Larry Alan	$1250	H. Walker, Inc.	"Drugs & Youth in a Troubled World". Commissioner of N.Y.C. Narc. Addiction Agcy.
Cohen, Allan, MD	$1000+exp.	Pgm. Intl., Inc.	"Drug Education & Abuse"
Cohen, Sydney, MD	n.a.	W. Short Lect.	"The Drug Dilemma". Psychiatrist and author; dir. of NIMH Div. of Narc. Addiction & Drug Abuse.
Deissler, K., MD	n.a.	W. Short Lect.	"Youth & Drugs"
Germano, James	$750	Am. Pgm. Bur.	Founder of narc. addiction rehabilitation program.
Higgins, Lois, MD	$500	Pgm. Intl., Inc.	"Turning On Without Drugs"
Louria, Donald, MD	$750+exp.	W. Colston Leigh	"The Drug Scene." Author, true "expert" on drugs. Good speaker.
McLaughlin, J., Rev.	$500	Pgm. Assoc.	"Moral & Religious Dimensions of Drug Taking"
Oteri, Jos.	$1250	Am. Pgm. Bur.	An attorney looks at drug laws.
Schoenfeld, E. MD	$1000	R. Carlton, Inc.	Dr. HIPpocrates. An excellent speaker. Provocative Relates very well to students.
Silver, David	$750	Am. Pgm. Bur.	"Drugs and Student" Relates well to students. Somewhat biased towards drug use.
Smith, David, MD	$850+exp.	W. Colston Leigh	An excellent speaker, well-known to ACU-I people. Knows the entire drug scene from experience as Dir. of Haight-Ashbury Free Clinic.
Smith, Jane	$1000	H. Walker, Inc.	"New Life Styles"
Stearn, Jess	$1000+exp.	Author Lect. Service	"Happiness Is Not a Sugar Cube"
Ungerleider, J.T., MD	n.a.	W. Short Lect.	An author and psychiatrist with UCLA Medical Center's Neurological Inst.

ADDITIONAL SPEAKERS OR RESOURCE PERSONS
(By Area)

New England Area

Alpert, Richard	Author of books on LSD. Worked with Leary. 56 Prentice Road, Newton Center, Mass.

Blaine, Graham B., Jr. MD	Psychiatrist. Chief of Psychiatric Services Harvard University, 75 Mt. Auburn Street, Cambridge, Mass.
Farnsworth, Dana, MD	Counselor, Harvard University, Health Services, 75 Mt. Auburn Street, Cambridge, Mass.

New York Area

Brill, Henry, MD	Doctorate Pilgrim State Hospital West Brentwood, New York formerly Vice-Chairman of New York State Narcotics Addiction Control Commission
Dalrymple, Willard, MD	Counselor. Director of Princeton University Health Services, Princeton, New Jersey.
Frosch, William, MD	Physician. New York Medical School 15 W. 72nd street, New York City
Ginsberg, Allen	Poet. 408 East 10th Street, New York City.
Hornick, Edward J., MD	Psychiatrist. Associate Professor at Albert Einstein Medical Center, 1300 Morris Park Avenue, Bronx, New York
Jackson, Bruc, Ph.D.	Sociologist, SUNY at Buffalo. Former investigator for the President's Commission on Narcotics and Drug Abuse.
Lang, Irving	Legal Counsel for Narcotics Addiction Control Commission, 1855 Broadway, New York City.
Nowlis, Helen, Ph.D.	Psychologist, author, educator. University of Rochester, 101 Anderson Tower, Rochester, New York. Former Director of NASPA Drug Education Project.
Pearlman, Samuel, Ph.D.	Counselor & Coordinator of Special Counseling Program at Brooklyn College of CUNY
Polsky, Ned	Author. Sociologist at SUNY at Stony Brook, Long Island, New York.

Midwest Area

Becker, Howard S., Ph.D.	Sociologist, author. Northwestern University, Evanston, Illinois.
Freedman, Daniel X., MD	Psychiatrist at University of Chicago Medical School, 950 East 59th Street, Chicago, Illinois.
Jaffee, Jerome, MD	Pharmacologist at University of Chicago Medical School, 950 East 59th Street, Chicago, Illinois.

Washington, D.C., Area

Cisin, Ira H.	Sociologist, George Washington University, District of Columbia
Giordano, Harry	Administrator and Director of Narcotics Section of Justice Department's Bureau of Narcotics and Dangerous Drugs.
Goddard, James L., MD	Narcotics officer for Atlanta Field Office, Bureau of Drug Abuse Control, 1831 Peachtree Road, N.E., Atlanta, Georgia. Formerly Director of the Food and Drug Administration.

Grosse, Bardwell	Associate Director for Drug Studies Program of the United States National Student Asocciation, 2115 S Street, Washington, D.C. 20008
Hollander, Charles	Director of Drug Studies Program, United States National Student Association, 2115 S Street, Washington, D.C. 20009
Ingersoll, John Edward	Administrator and Director of the Bureau of Narcotics and Dangerous Drugs, Justice Department, Washington, D.C.
Snyder, Soloman, MD	Pharmacologist at Johns Hopkins University Medical School, 725 Wolfe Street, Baltimore, Maryland.

Western Area

Alpert, Richard	Author of books on LSD. Box 309, Menlo Park, California
Blum, Richard H.	Psychopharmacologist at Stanford University's Institute for the Study of Human Problems, Stanford, California. Author. Chief contributor to President's Commission on Narcotics and Drug Abuse.
Eells, Kenneth, Ph.D.	Psychologist. California Institute of Technology, Pasadena, California.
Fort, Joel, MD	Author. Physician. Professor of Sociology at University of California, Berkeley. Former consultant on drug abuse for United Nation's World Health Organization.
Holliday, Audrey	Pharmacologist at University of Washington Medical School, Seattle, Washington.
Isrealstam, David, MD	Psychiatrist, 520 Dwight Place, Berkeley, California.
McGlothlin, Williams, Ph.D.	Psychologist at the Institute of Government and Public Affairs, UCLA, Los Angeles, California
Metzner, Ralph, Ph.D.	Psychologist and editor of *Psychedelic Review*, Route 1, Box 165, Redwood Valley, California
Powelson, Harvey, MD	Counselor at University of California Health Services, Berkeley, California.
Soskin, William, Ph.D.	Psychologist at University of California, Berkeley, California.
Watts, Alan, Ph.D.	Philosopher and author. P.O. Box 857, Sausalito, California.
Weber, Carlo, S.J.	Philosopher, clergyman. Loyola College, Los Angeles, California

IV. ANNOTATED BIBLIOGRAPHY

The materials listed below were reviewed by the author and are presented with the following criteria in mind: 1. Is it worth the time of a busy administrator to read all (or part) of the publication? 2. Is the material factual and believable? 3. Is it relevant for college students? Only those which meet the criteria are presented.

A. Books

1. Blum, Richard H., and Associates. Society and Drugs (Volume I). Student and Drugs (Volume II). San Francisco: Jossey-Bass, Inc., 1970. An excellent reference work, with each chapter capable of standing on its own. Volume I, Social and Cultural Observations, investigates current behavioral and attitudinal reactions to drug use. Volume II, College and High School Observations, is, in part, a series of studies of college students' use of psychoactive drugs.
2. Blum, Richard H., and Associates. The Uptopiates: The Use and Users of LSD-25. New York: Atherton Press, 1964. A good source of information on LSD despite its age. Describes LSD use in a variety of settings.
3. Cohen, Sydney. The Drug Dilemma. New York: McGraw-Hill, 1969 Available in paperback also. Describes the use of various drugs, effects, and the social setting in which they are used. Also included are suggestions for dealing with the drug problem.
4. Fort, Joel. The Pleasure Seekers: The Drug Crisis, Youth, and Society. Indianapolis: Bobbs-Merrill Company, 1969. Grove Press has a paperback edition. Use of mind altering chemicals related to the alienation of young people and the effect this has on our society.
5. Hollander, Charles, ed. Background Papers On Student Drug Involvement. Washington: United States National Student Association, 1967. Even though it is now four years old this paperback is important in presenting information about the cultural milieu in which students use drugs. Expert contributors include: Helen Nowlis, Joel Fort, Kenneth Keniston.
6. Nowlis, Helen. Drugs on the College Campus. New York: Doubleday (Anchor Books), 1969. Paperback. Extremely useful educational approach to drug terminology, chemistry, sociology, attitudes, laws, and morality as they attect the user and all society. This book grew out of Dr. Nowlis' work for NASPA. Included is Dr. Joel Fort's comprehensive chart on drugs and effects. The book is vital for educators concerned about drugs.
7. Lingeman, Richard R. Drugs from A to Z: A Dictionary. New York: McGraw-Hill Book Company, 1969. Paperback. An essential reference, interesting enough to be read as a text. Successfully translates technical jargon and street slang into something comprehensible.
8. Resource Book for Drug Abuse Education. National Clearing House for Mental Health Information, 1969. Available from NIMH, Chevy Chase, Maryland 20015. Public Health Service Publication No. 1964. Cost $1.25. An extremely valuable resource for the beginner in drug education. Essential.
9. Smith, David E., ed. The New Social Drug: Cultural, Medical & Legal Perspectives on Marijuana. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970. The editor, well known to ACU-I has put together the best anthology to date on marijuana. Contributors are from sociology, medicine and law professions. The contention is made that marijuana is used by most young people as an alcohol substitute.
10. Solomon, David, ed. The Marijuana Papers. Indianapolis: Bobbs-Merrill Co., Inc., 1966. Reprints some classic papers on marijuana, including the (in)-famous LaGuardia report.
11. 99+ Films on Drugs. University of California Extension Media Center, Berkeley, California. Available from Educational Film Library Association, 17 West 60th Street, New York City, 10023. A fine review and rating of 99+ drug films. Very helpful in finding the right film for your program.

B. Articles, Papers and Reports

1. Cohen, A. Y., "LSD and the Student: Approaches to Educational Strategies." Paper presented at NASPA Drug Education Conference, Denver, 1967. Copies available from National Coordinating Council on Drug Abuse Education and Information, Inc., The University of Rochester, Rochester, New York 14627.
2. Cohen, A. Y., "Psychedelic Drugs and the Student: Educational Strategies." The Journal of College Student Personnel, 10:96, March, 1969. An update to NASPA paper (above), but more general.
3. Feinglass, Sanford, J., "Philosophy of Drug Abuse Education." Paper, available from Drug Education Activities, Temple University, Mitten Hall 205, Philadelphia, Pennsylvania 19122. The origin of this paper is obscure, but the content is not. Rather, it is quite helpful. Feinglass is program coordinator, NEA-NIMH Drug Education Project, San Francisco.
4. Fort, Joel, "Marijuana: The Real Problems and the Responsibilities of the Professions in Solving Them." Paper, available from USNSA, Drug Studies Desk, 2115 S Street, Washington, D.C. 20008. Origin of paper is, again, obscure, but this paper should be a prerequisite to every drug education program in order to understand what many students think about marijuana.

5. Halleck, Seymour, "The Great Drug Education Hoax." The Progressive, 1970. Copies available (at 25¢ each) from The Progressive, Madison, Wisconsin, 53703. This article is another very provacative one, and should be on every drug educators' list.
6. "How to Plan a Drug Abuse Education Workshop for Teachers." Booklet available from National Clearing House for Mental Health Information, NIMH, Chevy Chase, Maryland 20015. This pamphlet grew out of Sanford Feinglass' experiences as program coordinator for the NEA-NIMH Drug Project. It is very useful in setting up a program in colleges, although it is geared mainly for pre-college students.
7. Keniston, Kenneth, "Heads and Seekers -- Drugs on Campus." The American Scholar, December, 1968. This article, as with most everything Keniston writes, is valuable.
8. Keniston, Kenneth, "Drug Use and Student Values." Paper presented at NASPA Drug Education Conference, Washington, D.C., 1966. Copies available from National Coordinating Council on Drug Abuse Education and Information, Inc., The University of Rochester, Rochester, New York 14627. The best paper on the subject that we have seen; all educators should read it.
9. Levy, Martin. "Guidelines for Drug Programs." Paper (origin unknown.) Copies available from Drug Education Activities, Temple University, Mitten Hall 205, Philadelphia, Pennsylvania, 19122. While primarily designed for school teachers, much of this paper is relevant, especially list of objectives, program considerations and techniques.
10. "Psychedelics and the College Student." Princeton University Press, 1969, (supplemented edition). Contact the Princeton University Student Committee on Mental Health, Princeton, New Jersey 08540 for copies of this excellent pamphlet put together by students on the psychedelics, amphetamines and barbiturates. Cost: $.50 per copy.
11. "Recent Research on Narcotics, LSD, Marijuana and Other Dangerous Drugs." Booklet available from National Clearing House for Mental Health Information, NIMH, Chevy Chase, Maryland, 20015. Title is self-explanatory.
12. Smith, David. "Speed Kills: A Review of Amphetamine Abuse." Journal of Psychedelic Drugs, Vol. II: 2, 1969. Dr. Smith describes the speed scene seen from his vantage point as Director of the Haight-Ashbury Medical Clinic, San Francisco.
13. TIME Guide to Drugs and the Young Booklet available from The TIME Education Program, TIME & LIFE Building, Rockefeller Center, New York, New York, 10020. An excellent resource, very helpful. Has an intelligent approach to the topic, but not a whole lot of follow-through.

V. APPENDIX I -- Speaker Agency Addresses

American Program Bureau
54 Temple Place
Boston, Mass. 02111

Author Lecture Service
277 Park Avenue
New York, New York 10017

Harry Walker, Inc.
350 Fifth Avenue
New York, New York 10001

The Professionals Lecture Bureau
690 Elm Avenue
Carlsbad, California 92008

Program Associates
200 West 57th Street
New York, New York 10019

Program International, Inc.
222 Wisconsin Building
Lake Forest, Illinois 60045

Royce Carlton, Inc.
866 United Nations Plaza
New York, New York 10017

Wayne Short Lecture Managements
1736 Stockton Street
San Francisco, California 94133

W. Colston Leigh, Inc.
521 Fifth Avenue
New York, New York 10017

VI. APPENDIX II -- Drug Film Distributors

Audiovisual Branch
United States Navy
Pentagon
Washington, D.C.

Audio Visuals
29 Salem Way
Yonkers, New York 10710

Bailey Films Incorporated
6509 DeLongpre Avenue
Hollywood, California 90028

Benchmark Films, Incorporated
145 Scarborough Road
Briarcliff Manor, New York 10510

Carousel Films, Incorporated
1501 Broadway
New York, New York 10036

Extension Media Center
University of California
Berkeley, California 94720

Haight-Ashbury Films
P.O. Box 27278
San Francisco, California 94117

KCET Channel 28
1313 North Vine Street
Hollywood, California 90028

Narcotic Educational Foundation
of America
5055 Sunset Boulevard
Los Angeles, California 90027

National Medical Audiovisual
Center Annex
Station K
Atlanta, Georgia 30334

Sid Davis Productions
2429 Ocean Boulevard
Santa Monica, California 90405

Churchill Films
662 North Robertson Blvd.
Los Angeles, California 90027

Film Associates of California
11559 Santa Monica Boulevard
Los Angeles, California 90025

Indiana University
Audio-Visual Center
Bloomington, Indiana 47401

McGraw-Hill Films
Hightstown
New Jersey 08520

NIMH Drug Abuse Film Collection
Distribution Center
National Audiovisual Center, GSA,
Washington, D.C. 20409

Professional Arts, Incorporated
P.O. Box 8484
Universal City, California 91608

Zeal in Perpetuity
Film Distributing Company
Box 1017
Sausalito, California 94965

The New Puritans: Another Look At The Life-Style Rebellion

REV. HOWARD MOODY
Judson Memorial Church
Washington Square, New York

Milton Mayer in "The Young: Their Cause and Cure" (*Progressive*, September, 1967) said "You're turned on when you're born and you're turned off when you die. If you have to be turned on when you're eighteen or twenty, you must have died somewhere down the line. Somebody or something killed the American young." Well, whether they succeed or not, every adult generation has a go at it, but whether or not they succeed in "killing the dream," or blotting out the vision or stifling the idealism depends on the agility and ingenuity of the young.

The young are always incredible indices to the nature of what's happening in cultural changes and acceptable modes of life. It seems almost inevitable that the adult world (the older generation) will tune out its young or claim that their ways are past finding out. I submit to you that it is exceedingly important to listen to voices crying out in the teenage wilderness where it seems nobody is listening. We adults discount what they have to say because they are too young to have an opinion that matters. Someone has said teenagers are at an awkward age: "too old to spank, too young to electrocute." At any rate, he is a true outsider inside his own world of people. He may be young, but he is knowledgeable and he is able, with only a minimum of effort to reject many things that an older generation took for granted. He is able to see through the social and political absurdities of this Alice-in-Wonderland world without denying it or becoming fanatical about reforming it. The young have a way of exposing our idols and all those social and psychological fictions by which we rationalize and protect ourselves from the internal collapse of our souls. The young today were born into and nurtured by an apocalyptic world, so they do not believe our old wives' tales about "progress" and superior "modern times" or the inevitable bliss that some automated nightmare might afford us.

It is my conviction that in all the upheavals and revolutions going on in our culture today, there is a real struggle to discern what is fundamental about being *human*. The vital center of that struggle is among *youth*, and perhaps particularly in that subculture referred to in derogatory journalese as "hippies," but in other places has been called "happeners sub-culture." In the quest and struggle to discover what is primordial and fundamental in the world -- what is a basis for a humanity -- this sub-culture has been gradually evolving a life style that calls into question, in a most irreverent and sometimes bizarre way, the very cornerstones of American society. It breaks precipitously with the preceding generation in both the form and content of its rebellion. My reference to the "happeners" as neo-Puritans is not a prejudicial statement about the sub-culture, but just that the people and their style bear some striking resemblance to the religious revolt of the early Separatists with their distinctive garb, ascetic discipline and excessive morality that set them over against the whole religious establishment of their day.

I have only time to review for our thought and discussion a few marks of the life style of the young and their rebellion against value systems of the present culture.

1. There is high premium on the private and the personal. It is a reaction to the highly complex and seemingly inflexible social order with its insoluble problems (from Vietnam to the urban ghetto) and ambiguous answers. Organizational and collective responses seem futile and inadequate. In this world the obvious sanctuary is the private world of my own personal vision. Here I can know something, can sift the unreal from the authentic. This generation is trusting its own feelings and intuition over all kinds of shared and traditional wisdom. One of the reasons I think LSD is so popular with this sub-culture is that it is an extremely private experience. For those of us who reacted against a 19th century individualism, this seems like regression of the worst sort, but in 1984 it may be the last defense against universalized conformity.

2. There is also in the life style of the happeners sub-culture an important value placed on the experiential and the spontaneous. For them a great variety and depth of experiences is beneficial and not harmful. This explains in part their seeming contempt for the treasured wisdom of their elders, because they are preoccupied with a heightened attention to the present moment -- the now -- and not anxious about the past and future. The natural concomitant of this emphasis is a rather healthy distrust of dogmas, religious, psychological or social. The categories and generalizations that are the bane of our educational systems are seen as obstacles to truly growing up into some kind of maturity.

The implications of this are a real put down of the obsession of a scientific culture with objectivization and analysis, and an affirmation of event and experience as ways of learning. It explains, in part at least, a movement away from the academy and the cubicle into the streets and parks.

3. We also find in this rebellious life style a rejection of the assumptions and the terms of a highly "technicized" culture in which we are inordinately preoccupied with the "how " of every venture. Technicism is more and more pervasive in every area of our life. Methodology replaces substance, technical proficiency is valued over final excellence -- the analysis of philosophical questions substitutes for their resolution. In the happeners we are finding an extreme reaction to this modus operandi of our modern society. In an age that elevates intellectual precision and competence, it is understandable that some sensitive people will find revolt as the only way of asserting their humanity. The feeling level of human experience is being recaptured and lifted up by the "happening people." In some way it could only happen through courting of raw experience -- even with all its terrors and risks. Listen to one boy who has dropped out writing to Dad about his "release":

> "I'd like to show you this world that neither of us knows, but one in which I lovingly live. Its hold grows tighter each day... my world capturing yet freeing me from that world. You say it's a vice closing in on my rational processes, a delicious piece of sticky fly paper drawing me 'til I'm stuck. Let me like my new world. It doesn't scare me. My world standing before me and making me wonder about whether I really know and care about the what and why of my doing and activities in this world. There is a love in my world for the new exciting land that was always far off the map in fifth-grade geography. Things aren't always knowable and certain and stifling. To walk through it, is its essence, so, Dad, let's take a trip."

4. And contrary to popular image and notions about these young, they are extremely pious (albeit a new peity) and sternly moralistic. We hear a lot of clucking done by parents and all kinds of authority figures about their immorality and strange "goings-on." Adults throw up their hands at pot parties, LSD trips, and teenage disorder, but they seldom look deeper at the motivation and cause of their action. I find in these kids a rather gross sense of moral indignation all the way from the most disoriented teeny-bopper to the angriest SNCC leader. Part of the angry drop-out of the world that was into a new tribal life with its own special pursuit of happiness is to keep morally uncontaminated by the established majority and its highly dubious moral code. To the accusation that the happeners are immoral, perverse and most promiscuous they have their own moral retort. Simmons and Winograd, in their book on the young, put it like this in a collage of quotes:

> "Look at you, blowing up whole countries for the sake of some crazy ideologies that you don't live up to anyway. Look at you, mindfucking a whole generation of kids into getting a revolving charge account and buying your junk. (Who's a junkie?) Look at you, needing a couple of stiff drinks before you have the balls to talk with another human being. Look at you, making it with your neighbor's wife on the sly just to try and prove that you're really alive. Look at you, hooked on *your* cafeteria of pills, and making up dirty names for anybody who isn't in your bag, and screwing up the land and water and the air for profit, and calling this nowhere scene the Great Society! And you're gonna tell us how to live? C'mon, man, you've got to be kidding!"

No, we are not dealing with nihilistic amorality in these people; we are seeing a new and very demanding morality made visible in life style, and their ethics are in a curious way a distillation of some of the highest ideals of Western Man about what it means to be human.

5. Finally, I think this happening sub-culture mirrors also a rebellion against the accepted attitudes about sex and reflects in their life style significant changes in the understanding of sexual relations. We find in the happeners, and among many of today's young, a revolt against the commercialized eroticism of *Playboy* and all other American sex-tease advertising. Infatuation with strip shows and burlesque houses is an anachronism to the young. In place of the "up-tight," mechanistic and somewhat sacred view of sex, these people are in the way of de-sacralizing but at the same time opening up sex to a broader meaning. The attitude toward sex among the happeners is not free love or mass debauchery, but more people becoming more sexually experienced both in numbers of partners and the varieties of the act. For these people sex is losing some of the unique and sacrosanct character along with many of its fears and guilts. Sex is simply another human activity among others.

One interesting fact, I think, is in the sexual experimentation there seems to be a semi-conscious search for the elusive essence of masculinity and femininity in one's partner. The models of men and women have been blurred for them.

Many more things could be said about this fascinating sub-culture, but one thing is clear -- the kids have been caught in the squeeze of the mass media (and on the whole it's been a bad press), and their overexposure has tended to bring out the worst in them. Not all kids with long hair and beards are "hippies", and many of the young identify with their life style without ever seeing Haight-Ashbury or tripping out.

I want to close with the words of a very sensitive 19-year old who is saying "hippies are dead." (VV, Oct. 26, Paul Williams). He is warning his peers about the causes of their "death":

> "So we've got a problem. How do you drop out far enough without geographically leaving the country you were born in and love? Easy, friend, drop out inside -- not on the cover of *Time* where the world can see it, but there in your head where you decide what the world is and how to relate to it and what you want to do with it. Drop out inside and run things your own way for your own benefit and don't get hung up on the System.
>
> As for saving the world, looks like we gotta find another act. Something that'll do more than show our contempt for this nuthouse. Something maybe that'll show people the reality outside the nuthouse, the real world we could all be working to achieve."

The Media—The Campus Scene And Public Attitude

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A newspaper reporter recently described the campus scene as "an eerie mood of quiet!" Another called it "the eerie tranquility!" At least a half dozen recent references to college campuses allude to the sense of fear and awe of the unknown.

Do we know what's going on these days? A weekly news magazine claims that "once again the young are pursuing their vocation of confounding the old."

Why shouldn't we be wondering and surprised at what we are witnessing? Everything we heard or read in the public media last summer and fall told us we were going to experience one of the worst years in the recent history of higher education. The

Urban Research Corporation of Chicago reminds us there were 760 student strikes during the spring months with National Guardsmen called out for riot duty 48 times in May alone.

Everyone was primed for more of the same. College administrators -- agitators -- the police -- state legislators -- newspaper photographers -- TV crews -- reporters and columnists -- the critical and the protectors.

Everyone was ready for the big show! The opening of the riot season!

Acting president of Stanford University, Richard W. Lyman, warned, "I don't see any reason to believe that any campus in the country is going to have a quiet and peaceful year." E. Lawrence Chalmers, Chancellor of the University of Kansas, supported this view, "We cannot lull ourselves," he said, "into believing there won't be arsonists and guerillas. No university can ignore them."

A month after the bombing at the University of Wisconsin, Chancellor Edwin Young predicted "more violence this year."

But somehow, the violence never came. A new mood -- a revised outlook -- redirected efforts -- a return to scholarship -- intimidation -- economic pressure -- revulsion to violence.

It is apparent that these and other factors have changed the campus scene this year.

A faculty member explains it all this way: "People got scared. In the 'feel-not-think' philosophy, they saw their world coming to an end."

Yale President Kingman Brewster observed, "It is much more clearly recognized that Weathermen beget Minutemen."

It seems the radicals have drifted to drugs, withdrawn into forms and communes, sunk themselves joylessly back into studies or gone into exile. The bank robbery at Brandeis, the deaths at Kent State and other campuses caused severe shock and the majority of students have retreated from activism, leaving the radicals without armies.

The return to the classroom and studying has created a mood called "hysterically academic," "an ominous, deadly serious pursuit," and "joyless."

Students are not only fed up with tear gas and night sticks, but are aware of the manipulation of mobs under the influence of a small minority. Now they search for independence and new non-violent tactics.

The issues are still with us. The war -- the draft -- an untouchable government -- discrimination -- ecology -- poverty -- consumer deception.

One of the pressures quieting the campus has been the public attitude applying its influence either directly or through legislative action.

A leading business magazine polled its readership -- probably the epitome of middle-America -- about its reaction to further business support of colleges. A majority of the replies were opposed to such support, and many of those favoring it indicated an interest in further support only if university administrators showed signs of "recapturing" control of their schools.

"After ten years of support," one said, "I've had it!"

Another -- "I will not contribute to irresponsible colleges and administrators or teachers. They can burn down all the million dollar facilities they desire. I just won't pay to rebuild them."

A third response -- "I would suggest contributions tied to specific courses that would produce responsible education, such as trade schools. More money for general education? Never!"

And a response that tugged at the heartstrings of all good businessmen -- "Colleges that do not maintain a faculty which will promote and teach the free enterprise and competitive system to its fullest should be cut off from any grants from business."

Don't you suppose someone must have been listening to these business leaders?

How about the growing hostility in college towns? The crumbling "town-and-gown" relationships?

Across the country, last spring, quiet little schools suddenly become the forefront of activism. Many residents of college towns began to see themselves as front-line troops in the battle between the generations. For them, student activism meant everything from higher taxes for increased police protection to a general disenchantment with their own way of life.

One college-town housewife was quoted as saying: "We used to be glad the university was here because it brought in plays and things that a town our size wouldn't get otherwise. Now, that's all spoiled because the students have become so nasty." It was reported that the students in that particular town were not only nasty but particularly inventive in their nastiness. During a war protest, enough of them simultaneously flushed their toilets and turned on their water taps that they succeeded in emptying the city's entire water supply in 20 minutes.

Feeling ran high in a southern Illinois college town. This was reflected in the comments of a middle-aged waitress. "Those damn students -- they treat us like we're nothing. Those hoodlums from Chicago and the East are the worst. Our kids from around here never wore long hair or acted rude until they learned it from them. They've really changed this town."

Such anti-campus sentiment was running high wherever there had been much student dissent, and it was starting to show in the institutions' financial statements.

An officer of the Carnegie Commission for Higher Education, which recently estimated that 1,500 of the nation's 2,500 colleges and universities are burdened with severe money problems, observed that the fact that "so many colleges are financially sick indicates that local alumni and townspeople, traditionally an important source of funds, for all but the largest of schools, aren't providing their usual support."

This is coupled with the fact that many institutions in smaller cities and towns also rely on political support (local approval of expansion plans and so forth). Backing in both of these areas has been lacking.

The institutions were feeling and reacting to the money pinch. But so were students. The security and stability of financial aid and scholarship programs were suddenly threatened by nervous and angry benefactors. State after state considered and often approved legislation calling for an end to financial aid for disrupting students. And all too often the definition of disruption was growing broader and broader. Seniors particularly began to note the diminishing job market, a result of the faltering economy. Only those with the best grades and cleanest records were secure.

College administrators began to react this year to these various pressures. Things began to tighten up everywhere as evidenced by this administrative proclamation: "Universities are going to start making demands of their students. The freewheeling days of last May's student strikes cannot be allowed to stand as precedents. We are insisting this year that everyone has rights, not just the radicals. We cannot play games anymore."

College newspapers felt the pressure -- particularly the ones unfortunate enough to be dependent upon their administration for support either with funds or space.

A national magazine with appeal to the sophisticated young lady told its readership in the annual college issue how college newspapers had become rabble-rousing, muckraking, criticizing publications. Frank reporting became not only embarrassing or irritating, but dangerous and threatening. And the reactions might have been anticipated.

A state college newspaper in Massachusetts lost its funding for printing a forbidden article. The editor of a Big Ten college newspaper was summarily fired by the president for its choice of words, and the newspaper at a state university in Wisconsin was turned over to the school's Mass Communication Department because the president was displeased with the paper's content.

A national news magazine reports "most campus papers that were once mouthpieces for the movement have reverted to more dispassionate journalism. Others, like the Harvard Crimson, do not bother with editorials anymore."

The only real attempt at organized activity this year was the Princeton plan, an attempt to mobilize direct, off-campus participation in the U.S. political system. The response fell far short of the predicted one million college campaigners, and the success of their efforts was highly questionable.

Certainly the warnings of the Internal Revenue Service regarding the tax exempt status of participating institutions, Attorney General Mitchell's warning of a citizen's backlash, the dullness of nuts-and-bolts politicking had a lot to do with the poor response. But one student said, "If they had shut down the school for electioneering, everybody would be out on the lawn playing with a frisbee. Nobody gives a damn!"

Well, just what has happened this year? What is the campus scene all about?

College administrators breathe an uneasy sigh of relief. President Nixon has returned to a few selected campuses for speeches. College presidents are again attending meetings of their alumni association chapters. Middle-Americans have turned from the college student to cheer their new hero -- the hard hat. The media continues to pounce on sporadic incidents across the country, pointing out the fact that universities should be places of ferment. Peace and quiet and scholarly pursuit never have been good copy.

And the student -- has he been subdued or corrected? Has he seen the "error" of his ways? With a little more than two months to go in this academic year, have college administrators succeeded in turning the tide?

I suspect college students have not cooled. The quiet indicates a new direction toward introspection and self-knowledge. But the concern and despair and disillusion still exist. The issues are far from settled. There has been no agreement -- no victory.

Let us not deceive ourselves into thinking we have a return to the silent generation of the fifties.

Rather, let us remember the words of English statesman John Viscount Morley: "You have not converted a man because you have silenced him."

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NIMH, Chevy Chase, Maryland 20203. Write for a listing of NIMH funded research projects related to marijuana and its components and to LSD.

Science Information Exchange: 209 Madison National Bldg., 1730 M Street, M.W., Washington, D. C. 20036. Descriptions of research projects (current or recent) may be obtained by qualified researchers.

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The University's Response To Student Drug Involvement

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No single or easy statement can be made on the university's response to student drug involvement. The character and extent of drug use, the hard information available on drugs, and some significant attitudes of law enforcement authorities and society have changed appreciably since the mid-sixties when drugs first became a major concern on the university campus. It is possible, however, to ask a few basic questions about institutional purposes and philosophies, the relationship between student and university, and the roles and responsibilities of both in society. It is then possible to offer provisional answers for a particular institution at a particular time. (In reality this is all we are doing with respect to policies in almost every other area of institutional life.) It should be added, however, that many universities and their students have had difficulty in thinking and acting rationally and effectively about the complex subject of drugs even though they have been exposed to drug education courses, etc. All too often the institutions have given a smattering of drug education, stated unrealistic and unenforceable rules, and offered counseling and medical help not eagerly sought by students.

What follows is a personal statement based on discussions with Lehigh University staff colleagues and students; the institution has recently begun to review its response to drugs. While this is my present thinking, it is open to revision, as all such thinking must be; I share it in the hope that it will stimulate thought and discussion.

First, the university exists primarily for the advancement of learning and the development of students; therefore, policies should serve these ends. Further, these ends can only be served where there is freedom: academic freedom in the traditional sense and personal freedom that respects privacy and the processes of exploration and experimentation, which are essential to personal growth. Thus, we subscribe to the Joint Statement on Student Rights and Freedoms, respect students' right to privacy, bind ourselves to due process, and renounce the doctrine of in loco parentis. This contemporary philosophy of the university's relationship to the student has important implications for the response to drug problems, and student involvement in drugs can have profound implications for the continued freedom of the university.

An obvious element in any university's response to drugs is education. While it is true that today most freshmen come to the university having had some exposure to drug education, both formal and informal, this does not mean they know much about drugs, any more than we can assume such knowledge in college administrators. Indeed, some school drug programs are so long on preachment and short on objective information that anything the university may later attempt as 'drug education' will be suspect. Yet the fact remains that students frequently do not know as much as they think they do, and some of them are quite uninformed. They are, however, very likely to know much more about drug usage among their peers than parents, deans, and professors, and the wise would-be drug educator would do well to recognize this fact.

Drug-education programs need not be formal and are probably better otherwise. (Indeed, how many curricula could accommodate them?) There should be an emphasis on factual information when it exists, a willingness to acknowledge ignorance in the many areas where it still reigns supreme, and an openness toward discussion of the value questions. No single device works best, but here are some suggestions:

- Have residence halls advisers go through a drug information course given by qualified faculty, staff or others. This places reasonably well informed people in the midst of the student body. If your advisers are undergraduates, so much the better.
- During orientation administer a drug information instrument to the freshmen. The results should provide an interesting and effective starting place for discussions with students and qualified staff. Such discussions will be most effective in student residences.
- Good, factual, low-pressure publications on drugs are available inexpensively from such sources as NIMH. Display some in the student lounge and see what happens. A published statement of relevant state and federal laws is almost essential.
- Ask the university bookstore to stock paperbacks on drugs. Make certain there are some good titles, but don't censor those that seem inferior to you.
- Cooperate with students who have been through drugs, are concerned with drug abuse among their fellow students, and want to help. These concerned students can be

excellent sources of information and have better credentials than some of the rest of us. It's important, however, to have these students in touch with counselors, physicians, and other informed members of the university staff.

- Encourage deans, faculty advisers, and student personnel staff in general to learn something about drugs so they can talk sensibly about them when the issue arises in their contacts with students.
- As you and your student advisers may think helpful, bring in knowledgeable resource people: psychologists, pharmacologists, law enforcement officials. There are also films on drugs, but screen them carefully with student reviewers before using them, for some films -- notably those put out by the Armed Services -- have a poor reputation. The administration must be sensitive to the fact that the distribution of anti-drug propaganda as contrasted with educational material could turn students off.

In summary, there is no single means of drug education. Try different things; keep it cool; keep it objective.

The next kind of response lies in the help the university provides those who are involved in drugs and are troubled by them. We would do well to recognize that there are many such students on our campuses. We would also do well to realize that the "obvious" resources on campus (e.g., counseling and medical services, the chaplaincy) may not be turned to by students; we should ask why. Are these services viewed as part of the academic establishment, too much aligned with the university administration? Are these services in effect presenting themselves to students in ways that suggest drug involvement is not part of their regular concern? Or is the administration placing them in an ambivalent position: All questions are worth exploring for they are aimed at the responsiveness of student services to student needs.

Also, as an institution considers counseling help for students it should carefully consider faculty and staff outside student personnel services who may have personal qualities and professional knowledge that particularly qualifies them as resources.

Certainly a key issue is confidentiality. We have to recognize that in many states the lawyers who write legislation provide privileged communication only for themselves. Yet within those limits the university can adopt policies of reasonable confidentiality and make them clearly known to students. It is also important that there be clear -- and public -- rules determining how and for what purposes any information about students can be shared.

Some students will recognize their own problems and seek help without prompting from others. As indicated above, they will be encouraged to do so if they know their confidences will be respected and believe the helping agencies are concerned, knowledgeable, and non-judgmental.

There are other students who need help but have not faced the fact themselves. The opportunity to encourage them to seek help is presented whenever drug abuse manifests itself clearly to others. For example, when a student's residence adviser has to talk him down from a bad trip or when his behavior in class or elsewhere on campus clearly indicates to teachers or others that drugs are interfering with his effectiveness as a student, his need for help can properly be raised with him. While one can rarely, if ever, force a person into an effective counseling relationship, it is a mistake for the university to let such transparent incidents of drug abuse pass without a response.

Initially, of course, the response must be to help in the acute situation (e.g., the bad trip), but there is an equal, if not greater, responsibility afterwards to encourage the drug-abusing student to face his problem and to seek help. When the student genuinely seeks help and is making a real effort to cope, the university should be supportive even if there are occasional lapses and progress is sometimes discouraging.

There comes a point, however, when a student's unwillingness to help himself or serious inability to cope with his problem calls for intervention by the institution. This point can only be judged by knowledgeable and concerned persons after careful review of the circumstances. The judgment should be made administratively on the basis of appraisals by medical staff, counseling psychologists, etc. If the judgment points to separation, the action should not be disciplinary but akin to the medical separation well established in universities. The university should clearly indicate at the time of its decision willingness to re-admit the student when there is evidence his problem is controlled.

Some of the most effective helping and drug-education agencies are the clinics and drop-in centers usually found off-campus. These are often run by people who have been through drugs and whose help is often, therefore, far more acceptable than that of straight counselors or physicians. The university should know about such agencies and use them as resources when appropriate. Similarly, some hospitals have set up special detoxification units, and college health services should know how and when to refer patients to these units. Students, both on and off-campus, occasionally run 'crash pads' and crisis-response teams. There are legal as well as other implications which make the desirability of university-sponsored crash pads questionable, but there can be responsible ways students might be encouraged to help each other more effectively (for example, drug alert teams to help a student through a bad trip), and the university can both guide and backstop them in their efforts.

The question of regulations and discipline is difficult. While the university cannot condone the illegal use of drugs, it need not assume the impossible task of duplicating public law with its own regulations against possession, use, and so on. Neither should it take upon itself the duty of enforcing all public laws. Rather, it should write its regulations to protect its own academic purposes and community life where these are reasonably separable from society's-at-large and where the institution can reasonably expect to deal with the problem itself.

Specifically, use and possession in and of themselves are probably inappropriate for disciplinary action since they ordinarily do not directly affect the interests of others. However, where persistent use adversely affects the living conditions of others, say, in university housing, such use may properly invite disciplinary action. So may anti-social behavior associated with drug use.

Students who engage in sale, distribution, or imporper transfer of drugs certainly present a threat to the university community and should be disciplined. There can be difficult problems of degree here, and there is no escaping the need for judgment. Yet, generally speaking, the academic community recognizes the distinction between supplying and use and accepts corresponding differences in institutional response.

What is less often recognized is that, just as there are certain kinds of behavior for which institutional discipline is inappropriate, so are there other kinds which are so serious the university cannot cope with them itself. In this category would be the substantial selling of any drugs -- the real pushing that takes place in almost every university community of any size. It might also include an even more modest business in the hard drugs. The threat posed here goes beyond the university community into the wider society, and the university has no business dealing with such problems in isolation. Such activities are criminal to a degree far beyond the delinquency college rules can cope with, and the institution and its members have a clear duty to share actionable information about such activities with the police.

Failure to act in this way will create legal sanctuary in ways society will not -- and clearly should not -- accept. Such failure will invite the hostile attention of society and may eventually jeopardize the academic freedom essential to the university's prime mission. The academic community should always remember freedoms are not absolute, and its freedoms in particular are a grant-in-trust from society-at-large. They can be taken away.

In summary, a phenomenon as complex as drugs calls for versatility of response from the university. "Benign neglect," though often a policy by default, is not the answer. Rather, the answer lies in balancing the institution's respect for individual privacy with the interests of others and the preservation of the academic community and its purposes. This can be done by affirmatively responding to ignorance, cries for help, and the need to protect both the university and society-at-large.

College Union's View And Role In The Drug Scene

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It would be impossible to give "the college union's view and role in the drug scene." There would not be just one view and role, so I have chosen a different approach: my perspective on people who work in unions and on people who use drugs. That's what "the college union's view and role in the drug scene" actually means: your view and mine, and how we act out our views in what we do, and in what we say we do.

When it comes to drugs and the issues raised around drugs, few are experts even though in unions across the country we deal with the so-called "drug problem" daily, or at least those who work for us do. The problem is not drugs at all -- it is people.

Drugs are not "the enemy"; nor are they responsible for the phenomena on campus and in the union. Drugs, specifically the "mind-altering" variety, are chemicals or tools used by people in "good" ways and "bad." How a particular drug is viewed or used depends on the individual, on his values -- not on the drug itself. Perhaps because certain drugs have raised social and political questions, the individual drug user has faded into the backdrop, with his "problem" being explained away as if he had no choice in his use of drugs, but rather had been forced into it somehow. In terms of our infamous campus drugs - pot, acid, and now heroin -- people are going to have to look at what is happening from a new perspective if we expect anything different to happen, especially with the added complexity of not only differences between drugs, but differences between people and their reasons for use. None of our heads is in the same place.

I imagine, for example, that for many years some drug users have been "shooting up" heroin and speed in urban union "johns," but for those who are new in the field, who may not have been exposed to the delights of urban living, who just listen to the radio or the television or read magazines, only the most recent years have shown a marked increase of outward drug use by more people. Dealing and selling take place in a sometimes casual manner in the cafeteria; some students and faculty smoke grass openly at large concerts or in their offices. Smells are found in empty elevators and coming from under doors. And, there have been prognostications about less beer drinking and more pot smoking, which means local taverns are supposedly feeling a financial pinch. Beer companies are coming onto smaller campus to push beer. Money is tight, but there always seems to be enough grass to go around or acid to drop. Hopefully, these things are not new to us.

The illegal aspect of drug use does not seem to provide the deterrent "being illegal" has often provided in the past. Perhaps it never really did, and there are just more people around these days to give the appearance of more drug use. I do not want to go into all the "whys" of drug use by individuals. I think it is more important to understand just where we've been all this time and just where each of our own heads is at, particularly if we are moving in on something as complicated and ambiguous as other people and the drug scene in which they may be involved.

In accumulating data on this "scene," I discovered the studies and statistics available on amounts and percentages of drug use and on who is using drugs are based on our assumptions and predictions about people, not necessarily on hard data or reality -- assumptions based on one person's, or a group's, own values, which attempt to argue as if those assumptions were fact and the values the "proper" ones to have. Take, for example, the only sort of information available on the question of faculty/staff drug use:

> "If a person is under thirty, works at a certain college which is typical of most colleges in that state or area, the chances of his having tried, used, or still using marijuana, for instance, are increased, since such a person has been exposed to or been in-and-out of the student culture more so than not.
> For the percentage on your campus, then, take the number of faculty and staff under thirty."

That means, for example, if half of those reading this paper were under thirty, fifty per cent have tried, used, or still use marijuana. It does not tell anybody very much. My response to such "statistics" and the manner in which they are derived is, "So what?"

You and I may or may not use drugs of the grass-acid variety, you see; but there is no clean data available on people like us. Our national pastime has been student-watching, under the guise of "concern for the young." The following is an example of the sort of condescension and pointing-the-finger that we have done in this regard:

> "Many medical authorities think the marijuana habit, WHATEVER ONE MAY THINK OF IT IN ADULTS, is decidedly worrisome when adopted by adolescents to escape the special problems they confront."

Is it really easier to maintain some notion that only "adolescents" escape the special problems they confront? Or indeed, that a person who happens to be an adolescent and who uses marijuana is escaping? Are we, by not being the age of "adolescence," somehow above "all that"?

"Is it automatically a function of age? Who is defining and drawing the "obvious" line between being adolescent and adult? The categories are types, not individuals. Have we not also been sucked into this thinking? Does our not using marijuana, speed, or acid make us more responsible or less "worrisome"?

Another example of our over-generalizing, stereotyping thinking that our media illustrates so well is in a U.S. News and World Reports article on the latest findings on marijuana. Accompanying the article is a photograph of a young man sitting in what looks like a dormitory or lounge window smoking something. The way the "something" is being held, it is presumed to be marijuana. Here is just one piece of misinformation written as information:

> "...intensive tests in two parts of the U. S. reveal that drivers under the influence of marijuana react as erratically as do drunken drivers. Their reaction time is slow and their judgment is poor..."

Nowhere is there a mention of who did these extensive tests, nor of the experiment by the National Institute of Mental Health with experienced marijuana users giving the opposite results. Nor is the conflict between the National Institute of Mental

Health (NIMH) and the Justice Department's Bureau of Narcotics and Dangerous Drugs discussed. "NIMH scientists have refused to approve the draft of a brochure on marijuana which links marijuana use to birth defects, psychoses, violence, loss of will, bad school grades, drinking, smoking and early dating." Come on!

What about kinds of grass: synthesized, American, African, Mexican, etc.? What about dosages in the experiments and studies? Few individuals pursue the information beyond *Life*, *Look*, *Newsweek*, and half-hours of news on NBC. The perspectives found in the superficial debates in leading magazines seem only to stereotype behavior, attitudes, and individuals.

So, faculty *or* staff, we need to "come clean" before "we" and "they" investigate anyone else, including the young. We have not only used a double standard as "adults," but have failed to even ask some basic questions to get to the truth. The data on those of us who work above students in the university structure, were it available, would constitute an awesome threat to institutional images, a concern to legislators and pious communities -- many of these people and ourselves, the *furthest distance* from certain kinds of drug use, yet *most willing* to decide for and pass judgment on others.

We're still in the "saving face" business in education; and the old cliche about shoving things under the rug to avoid doing the real job is quite *apropos*. Making distinctions that cannot be made; not making distinctions which need to be made: a case of "terminal hypocrisy."

As I said earlier, an argument justifying the illegalities of drugs does not hold as much water anymore. The laws are on drugs, not for people; universally established and upheld by those men and women who, perhaps not having made their own decisions on their own behavior -- not having experienced this -- have not the vaguest idea of the possibility of someone else's being able to do so. Making decisions for others may be an attempt to gain a sense of potency and self-worth, but it cannot quite justify our failure to have done so for ourselves. The Roman Church still attempts to decide for women on the abortion question; the advertising agencies still work harder on gimmicks rather than quality products. We are not *expected* to make up our own minds.

I have noticed the tendency for some individuals to avoid disagreement, conflict, controversy, "trouble." There, too, our notions have presumed something negative about facing the facts. For some reason some of us have assumed that facing facts may lead to expressing strong feelings and perhaps *also* "anti-social behavior." We have not been honest.

Take the various alcohol studies. These have been biased by "the prohibition-nurtured conviction that alcohol is a drug with bad effects."

Yet, that simply isn't true. Alcohol itself can be neither good nor bad without a context and a user. This negative bias on all sorts of drugs has shown us to be products of *our* time who now decide what people of today are into.

Where has the union been? Individuals who work in college union management, operations, activities, etc. have not become known as independent thinkers in controversial social-political issues. In a sense, we have also been standing outside, looking in, not involved, but feigning being "with it." In the name of "facilitation" and "education," we have directed, helped, and advised *others*, mainly students, but we haven't necessarily known for ourselves what decisions need action, what issues need further thought, especially with drugs.

The alternatives depend on what we want to do. If we do not mean all the talk about working ourselves out of our jobs, we will have to stop talking about it. If we do not know how to change attitudes of students, of pseudo-radicals, of food service or maintenance personnel, of chancellors and vice presidents; we may just have to spend more time on ourselves.

If we think, like Attorney General John Mitchell, that establishing a drug commission on marijuana to get "more information and evidence...acceptable to the public," will resolve even the beginning of some "drug problem," we are downright stupid. *Who* is "the public?" What evidence will not be acceptable to this "public" if it turns out to be more pro-marijuana and at the same time, accurate? It is becoming easier to believe the information presented to us rather than to dig deeper ourselves.

If we in the union are satisfied with "enforcing the law," the responses to and consequences will show themselves to be perhaps less than "desirable." When *we* stop dabbling in the drug issue; when *we* know what studies hold up and what studies don't; when *we* know what *we've* been running-off-at-the-mouth about; and when *we* get out of the union caste system, which is a haven for avoidance, and more into the question of our own drug use, THEN we will see and have a change, a view, a role in all of this. It will have to be our *own* change, our *own* view, our *own* role. No one will have to tell us what it is and we will not have to ask.

And we will stop having to go to conferences to sit in on sessions to pick up insights or information we could be getting by ourselves.

How Do People Learn: The Learning Process

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LEARNERS AND FACILITATORS OF LEARNING

Learning is an orderly process, and what and how people learn is related to some form of order. Nothing is acquired by the learner unless the learner is capable of acquiring it. Learners generate activity in involvement in the learning process according to motivation, and tend to learn from the activity involvement. Learners tend to perceive as significant those things which are meaningful and important to them. Thus, the learner responds to and remembers what he perceives as important. He learns according to:

(a) basic principles involving association, motivation, reinforcement, and application;
(b) relevance to him (the learner);
(c) the learning facilitator;
and (d) other learners through an intricately complex set of group learning interactions.

There are numerous theories on learning and the learning process ranging from learning as a direct stimulus-response process to that of motivation and interest as sources of energizers which stimulate, promote and nourish the learning process. There are many examples of research-related investigations of the learning process to provide documentation for these theories. From the early days of Pavlov with his conditioning experiments, wherein he studied the responses, to the more recent studies of "mind expansion," using drugs as a source of studying learning activity and increasing learning, one thread continues to be present.

This thread is the relationship between:

(a) the learner,
(b) the learning facilitator(s),
(c) the learning process
and (d) the learning environment.

If the learner, with the aid of the facilitator as a catalyst, interacts with the learning process, then the end result is behavior manifested as a result of learning.

Humans learn through experience, which can be defined simply as responding to stimulation. Infants have experiences and learn to talk; children have experiences and learn from them to read and write and play; adolescents have experiences and learn responsibility (more indepth), to regroup and to evaluate. In each case learning causes changed behavior. The learning process has regularity and can be described in rational ways. The learning process is not magic, it is not of the supernatural, nor does it occur "de novo."

Since the learning process is an orderly one, it is quite predictable. For example, one can predict that with practice a particular skill will be improved, or that over a period of time forgetting will occur, or that other factors being held constant (which may be intervening variables), things learned can be sustained by regular use. In other words, learning can be described as producing fairly permanent changes in behavior, and that the pattern of producing changes is fairly predictable.

The manifestation of learning which is behavior becomes the means by which one understands and perceives that learning has taken place. In short, learning refers to changes in behavioral tendency that derive from the behavior that has been learned.

Accepting the premise that humans learn through experience, we then may look at the components of experience, which include:

(a) motivation,
(b) perception,
(c) action and consequence of action,
(d) phases of acquisition,
and (e) retention and use.

It is important that as we understand the components of experience, and experience as a means through which learning takes place, we know that the degree to which we can understand, vary, and control these components of experience represents the degree to which we can understand and control learning or the learning process.

A brief exploration of these components of experience follows:

Motivation:

Without motivation there is no activity, consequently, no experience, consequently no learning. Motives are generally derived from unsatisfied needs or drives, or motives may be derived from situations. Whatever the origin of the motive, activity will be what the learner perceives as satisfying the motive. Intensity of goal pursuit will be proportionate to the strength of the motive. Goal attainment and satisfaction of the original motive is a pleasurable activity and therefore serves to reinforce the activity and strengthen its remembrance.

Perception:

Our sensory receptors receive sensations and pass them on to the mind, where they are interpreted. It is the interpretation by the mind that is the source of our conscious reaction. Perception, then, is the process of interpreting sensations within their context. Accurate perception then becomes critical in the learning process. Perceptions tend to be significant and capable of illiciting responses of the learner only to the degree that they are intense, meaningful, and clearly differentiated from surrounding sensations having meaning for the individual.

It is interesting to note that learners receiving the same stimulus not only interpret the stimulus within the context from which it is sent, but also within the context of the individual psychological set at that moment (for example whether he is happy or angry, rested or fatigued, and the degree of maturity and previous knowledge and experience). In other words, no two learners will perceive the same stimulus in exactly the same way. The degree to which the learning facilitator can increase the sameness of reception represents the degree to which group learning can take place. This means the facilitator must do a great deal of illustration, explanation, and discussion to provide a more common context so each learner perceives the stimulus in somewhat the same manner.

Perception, to a great extent, effects what learners receive from their experiences and the kind of responses they make based on what they have perceived from these experiences. Learners react to what they perceive. Insofar as the learner's perception is consistent or parallel to the learning facilitator's intention, the learner then exhibits behavior intended by the learning facilitator; however, if the perception is not consistent or parallel to the learning facilitator's intention, then the behavior(s) exhibited tends to be divergent.

The insurance that adequate perception and correct perception is indeed occurring, then, becomes a most important element in the learning process and can only be determined by observation of behavior.

Action and Consequence:

Actions or thoughts are reinforced when the actions are satisfying results or when they have been associated with a feeling of satisfaction. Such actions tend, then, to be remembered and repeated. On the other hand, thoughts or actions that are paired with a punitive or an unpleasurable feeling of dissatisfaction tend not to be repeated. Punishment tends to inhibit the recurrence of actions that are punished, and whether this is physical or psychological, its presence is painful to the learner. The consequences are positive reinforcement of actions behavior.

The acquisition of knowledge or skills can be maintained at a certain level only through periodic review and use. Basic skills, such as language skills, tend not to be forgotten once learned, yet a great deal of resistence may be encountered at the time of initial learning.

The degree to which something has been "acquired," it is said to have been memorized or in some cases learned. The memory process is the ability of the synapses of the brain to become permanently facilitated when impulses pass through them. "Memories are thoughts that recur seconds, minutes, or even years after the original thought has occurred. When a person sees a scene, for example, his eyes transmit a certain pattern of impulses into the primary visual cortex, then into the visual association areas, into the common integrative region of the brain, and to many other areas of the brain. This pattern of impulses creates a thought and continues to project the scene in his mind. This is a memory. The ability to project in one's mind scenes, sounds, abstract facts, and other patterns of mental activity, without the necessity of immediate stimulation from sensory impulses, is memory."

"Knowledge is the accumulation of memories in the brain. There are many types of knowledge. . . The total amount of knowledge that a person accumulates in his brain is determined by his rate of learning and his rate of forgetting. In earlier years of life, a person learns very rapidly and forgets little. In the later years of life, he often forgets as rapidly as he learns and, in many instances, even more rapidly than he learns. Psychological tests for all types of knowledge indicated that the average person reaches a maximum accumulation of all types of knowledge at an age of approximately 39 years. This does not mean that his knowledge for any specific subject will be greatest at this age, for if one begins studying a subject at the age of 30, he may attain the age of 50 or 60 before he reaches his maximum accumulated knowledge in that particular field."

Because of the facility for memory, reasoning and judgment, it follows that knowledge acquired in one area of learning might well be utilized in other areas of activities. Transfer of learning (while it may not be a particular facility as held forth by the tenets of "faculty psychology") can occur, and there is evidence that persons of greater mental maturity tend to be able to transfer more learning from the original situation to other situations. Again, however, the question of individuality becomes the pivotal one concerning the learner and the learning process.

In the final analysis, the principles of motivation, perception, action and consequence, acquisition, retention and use of learning as components of experience still must be individually mediated if learning is to take place. Many learners learn different things from the same set of instructions and in the same learning environment; some learners direct their own learning almost at the exclusion of the "learning facilitator"; other learners are entirely dependent upon a learning facilitator for learning; some learners study and perform best alone while others learn and perform best in groups. The concept of individual mediation -- that is, that the learner has the final responsibility for mediating his learning -- is central to understanding the learning process.

It is the concept of individual mediation of learning that forms the central foundation for the remainder of this paper. Due to the total environment in which today's college students have developed, the question of individual mediation of the learning process is even more sharply highlighted. There must be motivation for learning, and such motivation necessarily must be geared toward appropriate goals and activities as well as have meaning for the learner and some significance or relevance to him as a person.

LEARNING AND THE UNION PROGRAM DIRECTOR

Within the area of the university environment and its constitutents, the union program director serves as a learning facilitator, bringing his or her own peculiar competences and interests, convictions, energies, wisdom (or lack of it), and personality structure. Whatever experiences in his personal and educational life have been, they do influence the approach to program development and implementation. Many new union directors start by declaring that: the program will be developed so that it is dynamic; learners will learn more than previous students have learned; more talent will be utilized and brought to bear on the success of the union program; and learners will work harder.

Every union director also embodies an educational philosophy and a theory of learning, and this also, is a basic variable in his approach to union programming. The philosophy, in fact, will determine to a very large extent what programs are to be developed, what kinds of learning experiences will be provided. It is therefore essential that union program people very clearly understand themselves and their philosophies and experiences, which undergird their total approach to programming, and that they keep this ever in mind for reference.

It is a good idea to attempt to forge out and crystallize one's philosophy in comparison with educational and learning environments. This will allow the learning facilitator to know possible sources of conflict.

In the final analysis the end results of learning are manifested in being able to manipulate people, places, things, and environments to the significance and relevance of the individual learner's needs. Four guidelines for the learning facilitator to follow in planning programs are as follows:

1. Program outcome for what is to be learned should be stated in behavioral terms.
2. The learning facilitator must arrange for in-depth learning.
3. Learning should generate more learning.
4. Experiences and activities should have motivational value for the learner.

The learning facilitator will go through a learning process himself as he attempts to develop a program based on interests of his prospective target groups of learners. The degree of success he acquires for understanding the character of his learners will pre-determine success with the program. All learners differ intellectually, physically, and socially. All have different experiences and relate out of those different experiences to different drummers. Some are secure, some are insecure, some are in college to learn, some are in college to have a good time, some are in college as a matter of habit, and others are in college because they are impelled to be there. Some know how to study and will, some know how to study and will not; some do not know how to study and wish to, some do not know how to study and do not wish to know. Their involvement in union activities is an important part of their college experience, for here they can lead or follow, seek new friendship or withdraw from intimate friendship, make a bid for prominence and notoriety in a positive way or a negative way, conform or rebel, and finally achieve or not achieve.

It is, of course, impossible for a program director to know all students in a college campus individually; however, if the program is to be enriched and expanded, it is mandatory that the union program director leave the union and get to know as many of the learners or prospective learners individually as possible in the academic setting or other college settings. Observation grounds are best identified by observing the learner in his natural academic habitat. This means necessary involvement in auditing or taking part in the regular academic curriculum. This might give a better perspective of whether the learner, when he comes to the union, will be seeking more of the same, none of the same, or something totally different.

The learner in the union of the fifties was seeking opportunities for extension of personal self into learning to manipulate groups and learning group process. The learner in the union of the seventies has vicariously or directly interacted long ago at the elementary and secondary level with learning group manipulation. Again, the technological learning facilitator has allowed this. So it is conceivable that the learner of the seventies comes to the union looking for experiences that further extend his previous interactions and that allow for behavior which will include application of learned theory from the academic setting or the opportunity for new theory.

THE UNION AS A NEW FACILITATOR OF THE LEARNING PROCESS

At the risk of being attacked by pure academicians, I would very clearly define the situation on today's college campus as follows: The learner interacts in the learning environment that is the traditional academic classroom setting with theory, and facts; in the learning environment of the union he expects to learn and practice implementation, synthesis, and change.

College unions have an excellent opportunity to be the chief interventive agent in breaking the cyclic academic "grind" currently being discussed by various study commissions of reputable stature such as the Carnegie Commission. Two major themes of the Carnegie report, important here are as follows:

"(1) The length of time spent in undergraduate college education can be reduced roughly by one-fourth without sacrificing educational quality.

(2) The emphasis on certification through formal higher education should be reduced. Certificates, where necessary, should be broad, rather than narrow, in their coverage; we now have too many specialized degrees."

The Commission observes:

A new fact -- that much of education takes place before college, outside of college and after college than ever before in this country;
And a new force -- that as a result of advanced technologies,

"Young people have changed. They reach physiological and social maturity at an earlier age -- perhaps by about one year, and yet more of them are kept longer in the dependent status of student. They are more resistant to the seemingly endless academic 'grind' that, for more of them goes on for more and more years without letup, sitting at their desks as recipients of knowledge but without productive contribution. This takes an internal discipline and a field concentration on the necessity of the degree for which they are studying which many of them no longer feel. Many of them would like more options to try alternatives as they select their productive skills in real-life situations."

The report further states,

"Six out of every ten students enrolling this fall will fail to get the ultimate degree to which they aspire, an overall drop-out rate from higher education of about 60 per cent. Most of the dropouts leave without formal recognition for their efforts, and many must have a sense of disappointment and even resentment.

We have learned some things about the educational process. One is that experience outside the classroom can actually benefit classroom performance and make it more meaningful."

From these very candid observations, the Commission sees education and learning as becoming more a part of all of a learner's life, not just an isolated part.

What implications do these observations and recommendations have for the role of the union in the learning process? I suggest that the union become the interventive agent for providing informal learning. Such informal learning might range from learning for self-development to learning for certification. The union might well develop programs of internship placements for students in the applied social sciences, business, and other disciplines.

To allow for quality programs, union staff would develop themselves and their skills as learning facilitators and organizers of a new learning environment.

In order to maximize the informal nature and to broaden individual mediation of learning by the learners, extensive well planned use of results of educational technological advances would allow the union program to provide for a wide cross section of college learners or focus on a specific segment.

It seems very logical that such a program could be a significant agent in assisting with transformation of cultural values; of educating learners to become more human; of learning to use the mind; and to provide liberal universal learning opportunities. The union could in fact become an "open university" learning environment.

The culmination of this paper is a challenge and a proposal. If union staff are genuinely concerned about the learner, the learning process, and the learning environment and what happens to them individually and collectively within the next half decade -- then I propose the development at each union of a Learning Resources Center.

"Educational thinking, planning, and practice desperately need an integrative process that will enable learners to select and use all human resources (teacher, teacher-assistant, teacher-student, etc.) and non-human resources (books, projectors, audio-visual recorders, computers, games, etc.) relevant to a particular learning task. Because educators don't see technology as a process through which an integration of such resources can be achieved, the learner is constantly shortchanged."

Creative union staff can move into the "use-of-educational-technology" vacuum and extend the integrative use of such resources in order to further extend learning experiences for learners. Perhaps the most significant contribution educational technology has to make toward the solution of educational problems is to help individual learners reach their educational goals at a pace and in an environment conducive to this.

The vehicle for providing such recommended learning is already being pursued at many of your institutions as continuing education. In those cases, it will be extremely easy to convert to "Parallel Individual Learning" as well as continuing education. There are at least 78 Residential Centers for continuing education owned by or affiliated with universities or colleges. Often the continuation center is already part of the union, physically, if not through program.

A learning facilitator is a catalyst, it may be a person or a thing. It initiates learning activity, it does not provide learning, because learning is individually mediated. The intricate touching point of the three interfaces of the learner, the learning facilitator and the learning process is substrate upon which learning takes place. How do people learn? Through experience that is ultimately individually mediated. How can your union provide substrates for facilitating the learning process?

The Learning Process

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Have you noticed very few students are volunteering to serve on committees and boards? Or student government elective positions are often experiencing a lack of candidates? Have you found yourself, when asked, "Who should lead this program?" without a single suggestion? Or suggesting someone who is already involved in a leadership role? Or maybe the most challenging question of them all: If we have no leaders or volunteers, then why do we claim the union to be the center of informal learning? Is the answer to these questions (1) that our programs and unions are not developing leaders or interest and therefore are not attracting them, or (2) that our programming and leadership development responsibilities have not changed with a changing society, or (3) that we are for the first time in campus life confronted with competition?

I contend that we still have leaders, probably more than ever before, and there is a need to re-examine our formal and informal leadership development responsibilities. I also hope to provide you with some insight into the "competition" and why this competition has risen to the forefront.

I stated that we have as many and probably more leaders than we have ever had. If that is true, where are they? A cursory investigation indicates they are fragmented into many programs of campus and community life, a fragmentation which has been intensified by society's move towards the "fellowman" behavioral orientation.

Society's "fellowman" orientation has had a tremendous impact on students' value system, a value system that now includes a concern for off-campus community betterment for both the individual and the group, and for the campus community at large. Primarily, the emphasis has been for educationally and culturally deprived students and most importantly, I suspect, self-fulfillment through selfless service in these areas. It never ceases to surprise me, and gratefully so, to see the intensity with which these students want to make life better for man; granted, I am reacting to the great majority of students who are often over-shadowed by the small percentage who think destruction is change.

Regarding the aforementioned fragmented programs we see such examples of community and campus programs as providing tutorial, counseling, recreation, political, economic, environmental and many more services, all of whose direction is towards satisfying the previously stated student values.

As recently as ten years ago, a student's primary goal at college (and this still is true for many) was, in essence, to prepare to take his place in a totally materialistic society, a society which generally had little concern for the individual and especially the environment. Consequently, we saw little activity outside the fraternal organizations; these activities were essentially of a social nature. What has happened in ten years to explain the sudden arising of student involvement in all phases of our society? I suspect our society has "come of its own," that this is the "coming out" of the debutantes of cultures. A culture matures as its people obtain a high level of educational experiences. I overheard an educator recently explain the generation gap. He said the difference between this generation of students and their parents is that they have five times the education their parents had. To substantiate this statement somewhat, it is interesting to see that the mean level of education was sixth grade in 1959, whereas in 1969 it was twelfth grade. Students today have not only the education to understand what is happening to our society, but the means to communicate their interest and concerns. The mass media has had an incalculable effect on students; as an example, I wonder if we would have had as much emphasis on ending the war in Vietnam if the pictorial and verbal realities of war were not pressed upon us at the six and eleven o'clock news hours. This analogy of course, could be carried to all the areas of concern today.

There are many other reasons for today's society's change in emphasis compared to ten or so years ago, but it appears to me that education and mass communication have had the greatest impact.

Because of education and the mass media we are all better able to understand the plight of man. This understanding could be labled the causal rationale for the tendency of students to be increasingly introspective in their relationships with one another and the group. On campus today we rarely see an activity designed wholly as an ego trip for one individual. As an example, a recent student body president at our campus could care less for status, prestige, title and those other "traditional" rewards. He utilized his position to assist his racial minority group to realize education, organization (political and non-political) on and off-campus services and, even on occasion, funding. His personal reward was the satisfaction of knowing he was helping his people and providing an example of a different kind of leadership. This example is obviously not a rarity: I am sure we all have equally as graphic examples of similar students.

To balance this kind of self-investment in others, we are beginning to see another kind of investment, that of introspection, or turning within oneself. The recent increased demand for more in-depth, informal educational experiences has illustrated this balancing effect. The area of informal education has been traditionally ignored by academic educators who are, by their very nature, classroom oriented. Others of us take our leadership responsibilities seriously, yet we forget this is a very selective emphasis. We must begin to evaluate the extent and quality of our leadership and non-leadership oriented informal offerings, which must be neither selective nor limited to those seeking leadership experiences.

Furthermore, how do we identify a leader when we see one? I have tried to answer that question on many occasions. I recently ran across two articles you may wish to peruse. Both were published in College and University Business Magazine, July 1970 and titled "What's the Secret of Leadership?" (five part series by Garner Walsh) and "You Can't Tell a Student Leader by His Record" (by Arden French). Garner Walsh is assistant to the president at the State University College at Potsdam, N.Y., and Arden French is the dean of men at Louisiana State University, Baton Rouge, and vice president of Region III of N.A.S.P.A.

Garner's article discusses leadership as it relates to the Zeitgeist approach: small groups, perceptual psychology, listening and informal power structures. Arden French's article suggests we cannot be effective as student advisers and potential leadership models without first identifying and utilizing student leaders. "This does not mean pointing to those who scream, block doors, throw objects at administrators and enforcement officers, and in general, show a disrespect and disregard for the campus as a community," French said. He added that the foremost criterion to apply in spotting campus leaders is to discover faculty, administrators and students who show a deep and conscientious concern for their academic programs, social surroundings and activities, physical surroundings, and moral and religious surroundings. Further criteria include: (1) Those who put principles ahead of mechanical techniques, (2) Those who have originality and creative ability and (3) Those who will break with precedent. These are individuals who rarely get headlines, television coverage or public citations, he said.

How many of us fall into the following quote by French: "Often our identification of student leaders is a reflection of our own concept and does not reflect insight into the personal qualities of a true leader."

Homan summarizes his "Rules of Leadership" as follows: The leader must:

1. be the most active but often be silent; 2. live up to the norms, but resolve conflict of the norms; 3. discipline, yet not obviously; 4. have great self-control.

I feel self-knowledge is a quality we help develop through exposure to the college union, its programs, its staff and the mere fact it is there. Individual growth is based upon self-knowing, and self-knowing is directly related to one's experiences. It seems to me that we are in the business of providing experiences.

This brings another question to mind -- the question of leadership development, where it is taking place, and who is doing it. The college union and student government have traditionally been the center of development, experimentation and utilization of leadership. The "Role of the Union" -- ACU-I philosophy clearly states we have a responsibility for providing a place for "informal association outside the classroom," "self-directed activity" and "self-realization."

I maintain that we still have all these responsibilities, but I seriously doubt we are attempting to satisfy them in any but traditional ways. We all need to use some "student introspection" into ourselves and be critical (constructively please) if we can change to meet this new challenge. Ask yourselves: Are traditional leadership roles relevant? Can we, as student government people, continue to limit support and interest to "in-house" activities? You know the activities that rarely, if ever, cause problems, such as homecoming, freshman dance, open house, Founder's Day, etc. I think we must support and assist those activities dealing with today's society, its issues and its unique problems. We can use the same involvement techniques, no matter what the activity is; but now it must relate to today and therefore has intrinsic value far beyond what we could plan into it. Ask yourself what role did you play when, for example, the Student Mobilization Committee requested space to organize the Delano march, or, as they did at the University of California - San Francisco Medical Center, donate the money they usually spend in the union for lunch to the Biafra relief fund, or at San Jose State when they buried a car to demonstrate against pollution. Did you quietly hide behind the building policy manual, or did you say, "Let's see what we can do." What I am attempting to do is to present you with a self-administered CHANGE examination.

We have a responsibility to them to teach them how to survive in today's society. We must teach them to manipulate, to know how to work through, and occasionally around, The Establishment. I am not proposing immoral acts or breaking the laws, but utilizing our knowledge of how to make rules and regulations work for them. How can we expect the student to become a valuable member of society if he does not know how to operate within it? He certainly does not receive this kind of experience or instruction in the classroom. We can give it to him through our example, counseling, advising and osmosis (informal learning). Nowhere else in the history of his schooling are there instruction or experiences designed to prepare students for an urban society.

We have referred to our role many times as being an integral part of a student's total education. I often refer to our union as the learning laboratory of the campus and sincerely feel we do a major part in the learning process. The student takes his classroom learning and puts it to practical use in the union. The union is where we tie theory and practice together to provide a more fertile constructive environment and direction in the efforts to meet the student's needs.

Our responsibility to students is becoming greater each day, due to the natural tendency of campuses to resist change and innovative curricula. We must provide an environment that allows for experimentation in living -- in other words, failure without trauma; carry-over value; or teaching for reality.

The greatest model of reality is found nowhere else on campus but in the student union and student government.

Derkheim, a sociologist, developed a theory of the big city called the "Sense of Anonymity," in which he says the larger a city becomes, the more detached the people become from one another, and they therefore fail to develop internal values of control. The modern-day university and college could be likened to a large city. The larger it gets the more detached the campus population becomes from affairs affecting it and others. The union then has the role of being the small town and providing an air of mechanical solidarity -- a solidarity based upon knowing one another, instead of a functional dependency. We have a responsibility to offer union programs that relate to today's society, and to design union buildings which force students to be formally, and often more importantly, informally involved in every aspect of the union. Only then -- as teachers of reality and leaders of societal education -- have we fulfilled our responsibility.

The Role Of The College Union In Campus Unrest

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AS A PREFACE: AN IMPORTANT DISTINCTION

To be certain that the role of the college union during times of unrest is clearly understood, an important distinction should be offered at the outset. The term unrest is pregnant with possibilities for multiple interpretation, having been used alternately to describe a series of events or a singular incident, an attitude or an action, or simply a general malaise. Irrespective of its origin, the term has generally summoned negative and counter-productive associations in the minds of many. Simply, unrest has become shorthand for disruption.

If one were to accept this popular interpretation of the term, the length of my presentation would be quite short, as it is my considered opinion that a viable and vibrant college union should play no role in the generation of activities or events which are contra-institutional in purposes and objectives.

Rather, I prefer the Carnegie Commission on Higher Education interpretation, conceiving of certain aspects of unrest as being healthy, desirable, and constructive. These are individual or organized activities which express grievances held against, or changes desired in, society or a campus, or both. The activities carried on are within the limits of the democratic processes of freedom of speech, assembly and petition. Accepting this general framework for the prospect of college union involvement in "unrestive" issues, I submit that the union's role is essential, for it lies at the heart of why universities exist. Being true to the distinction just offered, it is their role to encourage and foster responsible dissent and to repudiate and actively resist disruption.

A BEGINNING: UNDERSTANDING THE PROBLEMS AND THE PEOPLE

Few phenomena of the twentieth century have received as much attention as have the dynamics of dissent on American college campuses. Philip Altbach has described the 1960s as an era of student revolutions, while David Riesman, Seymour Lipset, E.G. Williamson, Martin Meyerson, and Kenneth Keniston are among the legion who have developed sensitive and insightful treatments of why campus after campus has been racked with the stress and strain of conflict, at times culminating in disorder and chaos.

The issues have been many, ranging from such specifics as the Cambodian incursion, violence on other campuses, a national administration allegedly insensitive to youth, and planned agitation, to more general campus dissatisfactions, such as lack of patience with parietal rules, faculty inaccessibility, authoritarian systems of institutional governance, inadequate response to minority and disadvantaged groups, curricula frozen in traditional modes, and general resistance to change. Modes of protest have ranged from the violent acts of capturing administrators and burning buildings to the non-violent protestations found in petitions, resolutions, and letters to the editor. Indeed, the Proteusian character of campus unrest has contributed to the high anxiety level maintained by college and university administrative officials.

Reading about the problems of others, however, and attempting to apply their remedies will do little to help you when similar conditions find root on your campus. More to the point, reading about the misfortune of others in the ACU-I Bulletin will leave you virtually unprepared for problems in your own facility. For I submit that campuses are very much like human personalities, replete with individual differences and idiosyncratic characteristics. Just as no two people are alike, no two campuses are identical. Although that appears to be elementary, I ask you to challenge it by recalling the number of times you have attempted to apply an external idea (a suggestion brought back from a recent convention) to an internal condition. Applying time-honored solutions to problems that demand new and creative problem-solving techniques has been the undoing of more than one college administrator.

I am suggesting that it is an absolutely untenable position for college union personnel to assume they may play any role in the event of campus unrest if they have no clear understanding of the causal factors which lead to the unrest, or have no grasp of why their campus would be susceptible to such a development. Without such knowledge, the most they can hope to be is a reactor, capable of providing sympton relief and little else. I hold that ignorance of institutional dynamics and significant characteristics is an unexcusable condition and serves to reinforce the historic view that student personnel administrators are only good for getting out the pop and potato chips and behavior control. If such is our history, it cannot be our future.

An accurate and comprehensive grasp of institutional characteristics should be buttressed by full knowledge of student and faculty populations within a given academic community. Campus union personnel may be the most privy to such information, as campus unions generally serve as centers for inter-group and inter-personal sharing. Again, understanding the essential differences between and among student and faculty subcultures seems elementary on its face, but I am impressed with the number of times student personnel administrators slam marshmallows with sledge hammers by effecting global solutions to specific problems, frequently accomplished due to inadequate information about an individual or group of individuals. Or the number of times union programmers build activity schedules out of the genius of program committee members, rather than understandings gleaned from knowledge of various sub-group's values and concerns. I am reminded of many campus buildings which serve only as monuments to the architect, with relevance to the inhabitants being purely coincidental.

More studies are needed of the type offered by Ted Newcomb--scholarly treatments of how college peer groups are formed and close analysis of the values manifested in such groups. Slicing the campus into population segments, so that particular subgroupings of students and/or faculty receive special attention, is a technique of humanization which serves a preventive purpose. College union personnel are in key positions to supply this variation of the Hawthorne Effect, but I see little evidence that it is being accomplished. Rather than the development of activities which meet the needs of married students on the campus, or the wives of international students, or veterans returning from Vietnam, or transfer students, or students from disadvantaged backgrounds, I continue to see the plethora of programs and events geared toward engaging the interests of "all students." Irrespective of the size of your campus, I submit a panel featuring David Reuben, William Kunstler, William Buckley and John Gardner on the topic of "Everything You Always Wanted to Know About Everything" -- with *Chicago* singing in the background -- would *not* be attractive and meaningful to *all* students and faculty. It is simply impossible to capture such diverse interests through such singular thrusts, but quixotic union program councils march on, in quest of the impossible dream -- that elusive event of events which will unite the campus under a common banner.

The critical task of building and repairing human relationships, considered as the top priority during this period of campus unrest, will be effectively handled by individuals who take the time and energy to view the campus as a kaleidoscopic fusion of values, interests, capacities, and orientations, and then set about the task of offering specially designed experiences for particular individuals with unique interests. The human relationships that engender from such efforts will provide the adhesive properties necessary to hold campus seams together during periods of stress and strain. If college union personnel see themselves as catalytic agents working within an all-purpose community center, as described by Porter Butts, or as integrators, as described by Father Victor Yanitelli, then it is appropriate and desirable that they take the lead in the repair and maintenance function just described. It is apparent that much of this activity has been developed in union programs across the country, but it is my position that it has been too global in nature and has lacked the precision necessary to promote individual growth as development. Union personnel have not taken baseline readings on where students are prior to the introduction of new activities and programs, nor have they developed the techniques necessary to measure what individual or collective impact they may have caused. Activities have been measured quantitatively in terms of attendance, rather then qualitatively in terms of value change and differential.

I wish to go one step further. It is not enough that college union personnel have a thorough understanding of institutional problems and dynamics, and that they possess clear readings of the values and interests of campus subgroups. Supplied with this information, they have an obligation to be procreators and initiators of change across the face of the university. I am struck by the analogy that just as universities have adopted a passive attitude toward society as a source of values, the parameters of college union involvement may be too narrowly defined and executed. This suggests that we forget about thinking of the union as the campus "living room," ere we unconsciously begin to live in only one part of the house. Just as the scholar who scorns involvement in the life of the commonwealth assumes a burden of responsibility for the misuses to which the products of his scholarship may be put by society, such will be the fate of union personnel who do not attempt to reach out and properly represent their function to constituent groups within the campus community. I advocate acceptance of an active role in social and intellectual experimentation, although I recognize this will do violence to those who hold that the college union must maintain a posture of neutrality. I answer by saying that neutrality carries with it the possibility of castration and may be interpreted as lacking in conviction of purpose. I prefer a course of vitality, although its concomitant obligation is a risk-taking behavior uncommon to college union spheres of activity. Specifically, I suggest that college union personnel begin to see themselves as facilitators for student development who view the four corners of the campus, and that of the surrounding community, as their "turf." This leads to concern about the quality of life in residential settings, the psychological impact of orientation and registration procedures, the quality of academic advisement, and the dynamics of classroom discourse. In effect, the total student zeitgeist becomes the focus of campus union attention.

A RETURN TO REALITY

If one will accept the distinction between dissent and disruption as outgrowths of campus unrest, it would appear that the college union should play a mighty role in preserving the observance of the former and actively work toward eliminating the presence of the latter. The union's ability to do so, however, is shrouded by its lack of knowledge concerning institutional characteristics and the needs of student-faculty subgroups. More important, a historic ambivalence toward reaching beyond the conventional boundaries of union involvement has encumbered the college union's ability to gain further maturation. One clear consequence has been the view held by central administrative officers that the college union is an agency that provides interesting sidelights to the main feature of classroom teaching. Being an adjunct is one thing; being an appendage is quite another.

As it is unfair and beyond the pale of constructive criticism to make observations without accompanying suggestions for change, I would offer the following:

1. The establishment of viable research and developmental program units within the college union. This unit would be charged with daily input of information regarding environmental characteristics of the institution, an assessment of the needs and characteristics of various faculty and student subgroups, and reliable feedback on the measurable imprint of union involvement on the campus.
2. The construction of union events, programs and activities which complement course objectives of teaching personnel. Continual seminars would be offered, wherein faculty members would share course objectives, and union personnel would develop supplemental programs which extend the classroom experience.
3. The development of union programming activity which places it in partnership with other campus resources. Co-sponsoring events with personnel from various academic departments, as with physicians from the health center, or with psychologists from the counseling center, are examples of this alliance concept.
4. Employment of students as professional staff members in the college union. To take advantage of how effective peer-to-peer learning may be, I suggest the employment of students as staff professionals. Present senior staff then become the selectors, trainers, supervisors, and evaluators of their student colleagues. More importantly, present senior staff take on the responsibility of being human relators outside the structural confines of their union facility. All play this role to some extent at the present time, but I would like to see this treated as a top-priority responsibility.

I am not persuaded that implementation of suggestions such as these will cause dramatic change in the complex phenomenon of college and university unrest, but it will go a long way toward solidifying the important role played by college unions during these times. Indeed, it may even convince some that unions are frontier posts, not service stations.

The Urban Campus College Union

ROBERT M. RUDAY
Director of the Campus Center
Rutgers University, Newark

"The Campus Center: Will they impose the ultimate security system and close it to everyone?"

"Man knifed in the Newark Campus Center men's room."

"Last Thursday, a female Rutgers-Newark student was threatened at knife-point and robbed of her watch in the Main Lounge of the Campus Center."

"Students, at most times of the day have been in the minority in the Center."

Rutgers-Newark is not a place where force or the fear of forces can be introduced. It has been here for some time."

LOOKING OVER YOUR SHOULDER

> It is going to take a murder to get a guard in this building (Campus Center)... The Campus Center is all but controlled by a small group of non-students, criminals, and the University does nothing. Students who take their safety seriously are denied the use of the building as effectively as if the doors were barricaded. This situation cannot be allowed to continue. The University must institute guards in the Campus Center. The University cannot ignore the violence in the building merely because it is not an obvious problem. It is not obvious like a physically occupied building. The University does not feel confronted. Only the students are confronted... In the Men's Room... With a knife.
>
> ---from The Rutgers Observer

These are the problems that faced the administration in 1970 on the Rutgers-Newark Campus. In fact, the incidents started with the fall semester, 1969. As of February 15, 1970, more than 200 incidents occurred in the Campus Center alone and were reported to the Campus Patrol. These incidents included intimidations, thefts, (personal and building), purse snatchings, armed robbery, and atrocious assault and battery. By October, 1970, the Campus Center had Newark police at its entrances. In December a closed-door policy was instituted, and only Rutgers students with pictured I.D. cards were admitted to the center. How did this happen? What were the incidents that led up to this drastic action?

Rutgers-Newark is a commuter school, located in the heart of Newark. In fact, its seven main buildings were built as part of the urban renewal. Newark, like most populous cities, has a large ghetto and sub-standard housing facilities. There has always been a history of drug problems in the ghettos. Newark is no different. In addition to the drug problem, Newark has the dubious honor of having the highest crime rate in the state. Newark's problems became the problems of the campus, and thus the Campus Center of Rutgers-Newark. Every campus center is a microcosm of the community it serves. All of the problems related to drugs became a part of the norm of the activities of the center.

Last fall, for the first seven days of classes, the center had an average of three muggings a day, countless purse snatchings and wallet thefts. Eleven out of the 22 student I.D. checkers quit because they could not take the verbal -- and often physical -- abuse and threats. There were cars coming to campus each day from as far away as Pennsylvania to peddle their dope. The Audio-Visual Room and the Billiards Room became the pushers' havens.

Girls were often the carriers. One girl was apprehended carrying 16 decks of heroin, two bags of grass, and several envelopes of amphetamines. Students threatened to bring guns on campus. Men and women were afraid to go to the rest rooms, where most of the assaults occurred.

The center began to attack the problems in March 1970, when agency guards were employed at a cost of about $850 per week. In May 1970, in the largest turnout ever for a student election, the students voted to close their Campus Center, admitting only students and a maximum of two guests per student based on an I.D. system. Identification card checkers were employed to check picture I.D. cards and term bills.

A drug series had been instituted the previous winter (69-70) and continued into the spring. Drug discussions between all factions of the student body took place all summer. It became quite evident, however, that the students did not want to police the drug activities of other students, nor did they want the police to do the job. They just wanted the problem to disappear by itself. The discussions collapsed. In the fall we were confronted with more drug-related problems than we had encountered in the previous year.

Our university security force was greatly under-manned, and neither the city nor the state could provide any additional help. A "reign of terror" existed. Seven days after classes began, the center closed. In an interview in the campus newspaper, the dean of students said, "I am concerned literally about the lives of students using the Center".... Off-duty Newark police were brought into the campus. How did the campus accept this? The newspaper polled students and asked if their definition of an improved security system included the hiring of off-duty Newark police officers. The most frequent answer was that they did not care where the added security force came from as long as they could safely enter the building they have every right to use. "The police are on campus. They are on campus because there is no other effective way to insure the safety of all members of the college community. They are on campus because an academic community cannot function in an atmosphere of terror....The problem merits security that has the power to control problems -- men with arrest power -- and right now this means off-duty policemen."

The presence of police on campus did not solve the problem. The Campus Center was shortchanged. We were told that we would have 178 hours of police coverage in just the Campus Center, and two weeks later we found that the university had only hired two policemen from noon to 8 p.m. to patrol the main campus of six buildings. Subsequently, the Campus Center was given two uniformed men from 10 a.m. to 7 p.m. Monday through Friday. The presence of a uniform, the adoption of a temporary no-guest policy on December 3, 1970, plus the criminal prosecution of non-students who violated the no-guest policy proved to have dramatic results. Up to this time the main problem with our guest policy was that our students brought in people who were pushers and muggers....people whom we wanted to keep out. Only one criminal incident occurred during this initial no-guest policy month. No overt drug transactions were observed. And best of all, students were at ease, and tension decreased immensely.

With the advent of uniformed police, an effective identification system and an indefinite extension of the no-guest policy, three major changes were noted.
1. The overcrowded conditions in the center had been reduced. Very few students were using the center. Most of them were in the lounges of the classroom buildings and had written off the center as a place to frequent. The center had been almost totally used by non-students from the surrounding community. 2. A drastic decline in revenue in our income producing areas (Snack Bar, Billiards Room, vending machines) occurred. This necessitated cutbacks in these areas and placed a severe strain on our ability to provide service-oriented functions. 3. It became obvious that a strong activities program was necessary to encourage greater student use of the building while maintaining some form of community participation.

We did realize that certain organizations had a need for other people to attend meetings. Therefore, a business pass was devised. Names were to be handed in and passes were made up and given out at the main desk. Anyone picking up a pass had to prove that he was the person named on the pass.

The uniformed police left the campus when classes resumed after Christmas break because the University could not pay the more than $300 per week for coverage. Campus Patrol coverage did increase to two per shift plus the supervisors. However, the trade was far from equitable. When the police left, the atmosphere began to revert to that of the early fall. The old pattern was reemerging -- we feared another reign of terror.

We had to try a new approach. The traditional methods of drug counseling were ineffective. "They've heard it all before," was the comment made by one administrator. We obviously could not afford the cost of maintaining an adequate security force to cope with the problems in a police fashion.

The answer seemed to lie in changing the image of the Campus Center itself. Instead of just being a lounge or a hangout for students with nothing better to do, we wanted to make the center into the activities focal point for the student body. The task then became one of providing a varied and responsive activities program, while providing for maximum usage of the building and its facilities.

Since student organizations had long since ceased programming for the center and the campus as a whole, the task of rekindling the lost spirit fell to the center staff. The best way seemed to be by example. Therefore, the center staff, along with several interested students, worked together to put on a "Come-to-the-Center Week." A full week of activities included an eight-hour film orgy; a Nonsense Day, consisting of pie-eating, finger painting, paddleball contest, and a sack race; a theatrical presentation by the student theater group; a performance by the famed mentalist-hypnotist, John Kolisch; a student talent day; and a mixer. We also planned a "Potpourri Series" in which a major attraction performs at regular intervals. Appearing in the series will be John Kolisch, The Saxons, Josh White Jr., Charles and Myra Hunter, and David Buskin. With the "Come-to-the-Center Week" as a kick-off and the "Potpourri Series" serving as a nucleus, we have found that activities (programming) as a whole are on the rise again. Students are returning to the center in large numbers, and the overall image of the center has improved. The junkies and pushers no longer have an exclusive club in the Campus Center, and the student body feels more comfortable, and therefore, safe in the building.

Although our problems are far from over, we feel we have made a significant start in reclaiming the Campus Center and reestablishing it as the focal point for campus activities. We do not pretend to have all the answers, especially as far as concerns the wider problem of drug abuse and crime on the campus and in the community that surrounds us. We only hope that by learning from our mistakes and successes, a wider program can be developed to curb the apathy which allows drugs and crime to dominate a campus.

The Meaning Of Urbanism

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A CONTEXT FOR THE URBAN CAMPUS COLLEGE UNION: THE MEANING OF URBANISM

From the eighteenth century until World War II, the primary meaning of the word "urbanize" could be thought of as "to render urbane; to refine." "Urbane" means "characterized by having refinement; especially in manner; polite; courteous; suave." The emphasis was on the individual and his attainment of sophistication. Webster's definition of "urbanize" is "to cause to have the characteristics of a city; as electric railways urbanize rural districts." This definition connotes industrialization.

Many of our cities in America today are both urbane and urban. There are large and often attractive buildings devoted to art, the theatre, and music. There are expensive hotels, restaurants, and night clubs. It is not unusual to find a number of educational institutions in these urban areas. There are also teeming harbors, airports, highway complexes, industries, and slums. Shortly after the year 2000, it is estimated that 90 per cent of the people in the United States will be living in urban centers.

When the twenty-first century begins, it is likely that we will not be thinking of individual cities as we do New York, Philadelphia, San Francisco and Los Angeles. Instead, our horizons will be broadened to configurations of cities extending from New Hampshire to Virginia, the Gulf Coast from New Orleans far into Texas, and much of California. In Canada, there are developing configurations along the St. Lawrence Seaway and around Lake Ontario.

There are four key elements in urbanization, as we know it today: population, transportation, automation, and recreation. Considerable concern is being exprssed over the "population explosion" in terms of the implications this phenomenon will have on our way of living. Not only is there an increase of waste pollution as greater numbers of people crowd into the cities, but also there is added pollution in the industry needed to support a growing population. It is estimated that the earth's population will double in the next 30 years and that nine out of 10 of this doubled population will live in cities.

Increasing numbers of people have tended to create a mass scale and greater impersonalization. The industrial-military complex, enormous crowds at athletic events, mass media, and large universities are realities. Yet, in this reality there is a dehumanization of the individual. A worker, once a loyal employee, becomes a Social Security number, a student becomes a university punch card number, and a senior citizen becomes a Medicare number. It almost seems as though the qualitative standard is being replaced by the quantitative rule. Commuting becomes a way of life for the business man and the student. There is little time to grow roots; the accent is on mobility.

Recall the definition of "urbanize," which is "to cause to have the characteristics of a city; as electric railways urbanize rural districts." Rather than flowing one way, urbanization actually involves a two-way flow. While a core city cannot exist without its suburbs, so the suburbs cannot exist in isolation from their economic base, which is likely to be the city. The link in this two-way flow process consists of transportation in varying forms: private automobiles, trains, buses, subways, and taxis. Perhaps the most significant of these forms, in terms of the fate of our large cities, is the automobile. Success in creating a positive urban environment may largely depend on learning how to deal in a constructive way with the growing number of cars that now congest many cities. More automobiles mean the diversion of more funds, the setting aside of more land for roads and parking, and the potential for increased pollution of the air. By their sheer numbers alone, automobiles may bring some cities to the point of immobilization. Few who travel daily between the suburbs and the city are likely to admit that present systems of urban transportation satisfactorily serve commuter needs. A labor union strike can paralyze the mass transportation system, causing injury to the economy as well as great inconvenience to commuters and to those people traveling within the city itself.

Automation is another key element of urbanization. Computers and other forms of automation, while improving speed and production efficiency, tend to make the relations more impersonal between an institution and its clientele. Ironically, the predominance of unskilled labor in many large cities is not being trained for the modern employment market. At the same time, fewer people are needed to operate the new and efficient machinery and the Protestant Ethic is being undermined by a shortened work week. It is forecast that before too long many people will be working only three or four days a week. What viable activities will occupy the time once spent on the job but now made free by automation and other factors?

Recreation, the fourth element in urbanization, is an outlet more and more people are using to occupy their leisure time. Adult education programs are developing, more time is being spent by more people in pursuing hobbies; participant and spectator sports are gaining immense popularity; and the paperback book industry appears to be booming. The impact and attraction of television and films cannot be overlooked. By way of the audio, visual, and graphic media, the life style, fads, and values of urban centers are transmitted to inhabitants of rural areas.

There is a notable conflict in the urban environment. Although crowding in large cities breeds a need for privacy, there can also be great loneliness resulting in a need, which is sometimes desperate, to communicate with other people. Why is all this so? What has happened to cause an imbalance in the social and economic scales of urban areas?

One way of deriving an explanation, over-simplified though it may be, is to begin by perceiving urbanization as an on-going process. It is not static; it is not "a thing" like a building, which once constructed remains more or less immovable. Urbanization is really a living phenomenon arising from the motion and motives of people concentrated in large numbers in a defined area and reacting to each other, and to the environment they help to create. Traffic congestion, overcrowding, unemployment, and neighborhood deterioration are overt signs of the process. Only the ghetto is static; it is "anti-city."

The urbanization process can be described in terms of the Burgess Concentric Theory. Picture five concentric circles with the fifth and outermost circle being a dotted line. The smallest circle in the center represents the heart of an urban city, and the bands formed by each of the enlarging circles represent a transition from the center of the city to the suburbs. Initially, there is an influx of people migrating from rural and other areas in search of a better way of life. This "inward" movement of people, most of whom have little or no economic means, tends to cause those people with moderate or great wealth to move "outward" through the concentric circles and into the suburbs. They abandon the city to escape overcrowding and to find better homes and schools. Although most of the people who live in the suburbs still work in the city, much of their resources goes to the communities in which they live.

While it is relatively easy for people to move out of the city, it is not nearly so feasible for established institutions, such as universities, to abandon large physical plants and build anew elsewhere. It is interesting to note, however, that many industries are moving from the city to non-urban areas. Eventually, a college or university may find itself in the midst of a deteriorated area, which the Redevelopment Authority decides to rehabilitate. Redevelopment can improve a campus and surrounding areas, but it also displaces people from the inner city. These displaced people cause more outward movement within the concentric circles, until another circle (the fifth and dotted one) is added and so on. In many cases faculty, administrators, and students at an urban university live in the suburbs, and, if not there, somewhere outside the inner city. They come and go by car on expressways, by train, or by subway and seldom comprehend the poverty areas surrounding their campus.

A critical alternative to the process described by the Burgess Concentric Theory is better planning. Those responsible for urban areas will have to consider more carefully how to provide a better way of life for people who live and work in the city. Such planning will most certainly involve the environment, economic factors, traffic control, recreational facilities, including more parks and greenways, and improved academic and vocational secondary schools. Colleges and universities located in urban settings will have to be a part of, and a contributor to, the urban planning effort.

William Birenbaum has suggested that in the New York metropolitan region alone 20 to 24 new campuses will be needed by the fall of 1985 to accommodate an estimated 500,000 to 600,000 students ("Cities and Universities: Collision of Crises" in Campus 1980, Alvin C. Eurich ed., 1968, p.44). Birenbaum cautions that "much of what passes for future-think is an imagination of what the present would be like if it 'worked right.' It's an imagination that counts heavily on technological solutions to basic current problems and assumes that an intelligent application of the present technology would make things work right and keep the future under control....The trouble is that the 'best' of now, with regard to City and University, is not very satisfactory. Our ideas about a university are not too friendly to the idea of what a city is or should be....And our universities are essentially servants of the status quo--which also means: The great ones are tied to the future of our cities" (p.45).

What is it about the urban university that appears to make a supposedly humanitarian institution of higher learning unfriendly to the concept of city? The problem seems to revolve around two points of view, one belonging to those within the institution and the other held by inhabitants of the community surrounding a university. Consider the emphasis which is apparent in many university schedules. The calendar is really still a rural one based on a time when students went to school in the winter but were needed at home during the summer to help with caring for crops and the harvest. Although more use is being made of educational plants for summer school programs, the scope of these programs seldom compares with the traditional fall and winter semesters. In some communities, part of the concept of urbanism is taking the form of a demand to use existing facilities; if they are not used, they may be torn down.

The curricula of most colleges and universities are geared to preparing students for earning a living, not to mention the emphasis on research. Generally, the bulk of these activities takes place on the campus in university buildings. In a sense, universities are small, independent cities in themselves, exuding a kind of isolationism. A large urban campus may contain its own library, art museum, store, recreational facilities, housing, and community center, in addition to classroom and office buildings, laboratories, hospital, and special institutes.

More often than not, the campus, a city within a city, is perceived by those living in the surrounding community as being forbidden ground. The architectural plan of the campus tends to reinforce this community perception. High walls with few or no windows on the street side, inner courts and walkways, gates, and patrolling security personnel connote an insular existance. People in the community begin to ask, "What does all this do for me?" The urban campus seems to be a place for community adolescents to prove themselves when they feel in a daring mood; this is the light side. Theft, vandalism, narcotics, and rape are the tragic aspects. These are some of the realities with which many urban campus college unions deal on an almost daily basis.

After having lived 20 years in a neighborhood bordering the campus of an urban university, a woman who had become active in her community was invited to participate in a summer community leadership training program, sponsored by the university. She later reported that she was proud to receive the letter of invitation from the university to participate in a program on the campus and to sit in a college classroom; she had previously done neither. Ironically, a university and a community in an urban setting are partners, and an increment in the success of their mutual survival will depend on how well they learn to work together.

This, then, is the context within which the urban campus and its college union are likely to function. Impersonalization, traffic congestion, the use of leisure time, and crime are realities in the urban setting that can and do affect the urban campus college union. Wherever students attend classes, be it on a commuting or residential urban campus, many of their needs will arise from the environment. As the college union is aligned to meet urban campus needs, constant consideration will have to be given to programming, operations, budgeting, and planning. Programming for commuting students and security appears to be a key area of concern for a number of urban college unions. The demand on urban college unions is great; they must cater to many campus needs as well as be involved with the community. The recent experiences of some urban unions have not been pleasant. However, we must accumulate both the good and the bad information, analyze it, and use it to the best advantage of all the people served by college unions on urban campuses.

The Urban Institution And The Commuter Student

GERALD BROWN
Director, Busch Memorial Center
St. Louis University

Recognizing the difficulties that surround the task of developing a standardized definition of an urban college or university, our present efforts in this direction will be limited to identifying several characteristics which appear to be common to most urban colleges or universities.

In enumerating these characteristics, one is tempted to state unequivocally that the "urban" college or university is easily distinguished by its physical location. This, however, is no longer the case. As William Birenbaum points out in his essay "Cities and Universities: Collision of Crisis", many of our major colleges, while not actually located in urban centers, are reaching out for the nearest city as rapidly as they can: Illinois at Urbana for Chicago; Michigan at Ann Arbor for Detroit; Wisconsin at Madison for Milwaukee; Missouri at Columbia for St. Louis and Kansas City;

etc. The umbilical cord that is developing between the cities and our rural universities has, in addition to providing a lifeline, brought the universities into direct contact with the ills and problems that infect our cities. In essence, these universities, despite their once rural settings, have developed the characteristics and have inherited the problems endemic to the urban college and university.

It should, therefore, have come as no great surprise when we read in the Association Bulletin, that at the University of Illinois, "organized social programs held in the Union have decreased in number, and several traditional events have been dropped." This is not a new phenomenon. Those of you connected with college and universities, which have traditionally been characterized as "urban", have already encountered and hopefully overcome this phenomenon. In fact, it has been recognized for some time that the major difference between urban and non-urban colleges and universities is the pattern of campus life and student activity.

In 1952, the dean of a large urban university enumerated the following list of characteristics that distinguish an urban institution.

1. Less overt mass participation, less tangible manifestation of school spirit--low level "rah-rah" dimension.
2. The preponderance of "street-car" students, i.e. those whose student life-cycle omits campus participation beyond the classroom.
3. The fact that the undergraduate student body is less central in the institution -- its typical focus diluted by large numbers of part-time, graduate and professional school students.
4. Competition with interests and attractions of the community -- "Big League" in activities.
5. The shortened activity day.
6. The problem of living in two communities.

Even a cursory examination of these characteristics will reveal that each of them in some way relates to the type of student attending the institution.

The important point to be understood from this discussion is, therefore, that the problems faced by the "urban" institutions are not peculiar to colleges and universities located in large metropolitan areas. On the contrary, the phenomenon we are witnessing is now more attributable to the type of student, rather than to the location of the institution. This is especially true at institutions that have traditionally attracted those students we might classify as "commuter" students. In view of the fact that two-thirds of the students presently attending colleges and universities in the United States may correctly be classified as "commuter" students, it would certainly behoove us to undertake a study of the commuter students in order to better understand them and to assess their specific needs.

In a paper presented at last year's conference, professor Herman Schuchman identified five rather distinct groups of commuter students. The first group he refers to as "those who are first-generation college-goers." These students, coming as they do from ethnic, racial or economic classes, generally view college as a means of bettering their economic or social status. The second large classification of commuter students refers to "those who are immature and unable to leave home because of a variety of dependent or hostile ties." Schuchman's third group is described as consisting of "those who seem to like the urban action." The last two groups, which are in some ways similar, are those who because of financial or academic problems are forced to attend schools closer to home, and those who, for one reason or another, live with relatives or make living arrangements in other than university housing.

Since many of you are probably trying to determine which students on your campus belong to which group, allow me to interject a word of caution. While the categories or classifications employed by Schuchman are useful as research procedures, I must stress that the important factor is not one of spacial or territorial logistic, but is rather one of attitudes and perceptions. These attitudes and perceptions may or may not have a direct relationship to the mode of housing.

There is, however, little doubt that those students who do not reside on the campus have different attitudes and perceptions toward the institution, its purpose, and, above all, their own role within the institution. As Schuchman points out in an article entitled, "Double Life of Commuter College Students," the commuter student generally seems to be more prone to viewing college as a merely technical, training situation. Consequently, he frequently tends to view college as merely an extension of high school -- the location has changed, but he approaches college with the same expectations and with the same goals. In addition, the commuter students are prone to be more success-orientated, foresightful, and orderly in their view of an approach to the collegiate experience. They rarely approach college with a high degree of concern for self-expression, intellectual orientation, or sense of community and responsibility for their fellow-men. In fact, it might even be stated that for many, especially the first-generation commuter, college is a discrepant behavior.

When these differences of perspective and expectation are coupled with the obvious differences connoted by the adjective "commuter," it is not surprising that the commuter student cannot be readily absorbed into the learning atmosphere. Traditional attempts to resolve the difficulty created by the presence of the commuter student have resulted in the development of two approaches, which, unfortunately, have been viewed as dichotomous.

The first of these has its philosophical basis in the technological-democratic approach to education. The sum and substance of this approach is that education is the right of all citizens, and a necessity if we are to successfully continue our technological society. The resultant institution is generally a very large and impersonal one in which emphasis is usually placed on the finest teachers and facilities rather than on the development of an intellectual atmosphere. Dr. O. Meredith Wilson, in addressing himself to the fact that English universities have traditionally placed more value on an intellectual atmosphere developed through close interaction of peers, states:

> We think it's unfair to build such collegiate enclaves if it means that only a small percentage of the students who want to attend the University can. I would agree that commuters miss a lot, but if they weren't commuters, they'd miss something more important -- an education.

When we consider that by 1985 20 to 24 new campuses each with a student population of 25,000 will be needed in the New York metropolitan region alone, it is obvious the development of small residential campuses, which place heavy emphasis on personal interaction, is not really a practical alternative. Nevertheless, we must still strive to transcend the rather limited definition of education which, in my mind, is implied in Dr. Wilson's statement. We must find ways, even in our large urban institutions, to insure that the commuter student does not continue to "miss a lot," but still gain an "education." For in "missing a lot," he may in fact fail to gain a real "education."

This task assumes even greater importance when we consider that for their psychological and emotional well-being, "the commuter students seem to need greater opportunity to join in and experience activities, people, and ideas which differ from their earlier experiences. More social and recreational contact with the college setting seem in order. They also need to meet faculty more on a peer level -- or one which permits interchange, questioning and use of faculty as a model."

In my opinion, the role of the college union and the college union staff in this holistic approach to educating the student can only be fulfilled if we make a conscious effort to study and to understand the students and the complex process of education. We must begin to realize that our educational institutions are areas in which the intellectual, social, and more recently, the physical environment, are consciously ordered to effect some significant change in the temporary inhabitants. It is no longer enough to simply concern ourselves with the student's character, cleanliness of his room, I.Q. or GPA. We must now ask and seek the answers to such questions as, "How does the student psychologically integrate the new experience of college? Does a college or university insure the student free, mature use of his intellect? What processes in the student's interacting with the university milieu promote his creative and continued emotional growth?" It is especially important that we seek answers to these questions if we are to make education at a large urban institution a meaningful experience for the commuter student.

Unfortunately, to date the data compiled on the commuter student has been rather sparse. One noticeable study by E. G. Williamson, W. L. Layton, and M. L. Snoke, A Study of Participation in College Activities, indicated that there is a significant relationship between a student's participation in activities and his mode of housing. This study also reported a significant relationship between miles and traveling time from campus, and participation for men. These were not significant factors for women. The study did however, show that women who came by car participated more than those who came by bus. On the contrary, however, men who had the use of a car participated less than any other group. And finally, as would be expected, students who walked to the school showed the greatest participation.

A more recent study, "An Investigation of the Relationship between Membership and Student Subcultures and Participation in College Union Activity Programs, conducted by Stayton Wood, employs the "Clark-Trow Typology of Student Subcultures" in order to determine if there is a significant difference in participation among the various subcultures. His findings indicate that members of the "vocational" subculture generally tend to have the least amount of participation in union activities. And as we would have expected, participation is greatest among the "collegiate" subculture and slightly less for the members of the "academic and "non-conformist" classifications. At this point it is important to note that since the commuter student generally tends to view college as a means of developing a marketable skill, it is probably true that a large percentage of commuter students would fall within the Clark-Trow "vocational" classification.

Thus, with the increasing availability of both the results of and the procedures for administering research studies, it will no longer suffice for us to simply reiterate the standard reasons for non-involvement on the part of the commuter student. For example, how many times have you heard the following statements:

Commuters won't stay or return to the campus for evening or weekend programs.

Commuters work and therefore, lack the time for active participation in program planning.

Commuter students generally have less money to spend on programs and leisure time activities than do students on a residential campus.

Commuter students in a large metropolitan area have less need for cultural and special programs in the union than do students on a residential campus in a small community having fewer cultural and social resources.

Albeit, many of these statements are more fact than fiction, but this is not the point. Granted that there can and do exist real obstacles to involving the commuter student, we must, nevertheless, accurately identify these limitations, and then attempt to capitalize on them when possible and to work around them when this is not possible.

One most important way to capitalize on the unique nature of the commuter is in the design of the college union. In a recent article entitled, "Do Commuters Need A Different Union," Porter Butts not only provides us with statistical data on the union facilities frequently desired by the commuter student, but his study indicates that the commuter students have a greater dependence on the union and its facilities than do the resident students. Certainly, design of the building is one area in which we can capitalize on the unique nature of the commuter students. For those of you who are not familiar with them, two studies dealing with the commuter student and the design of the college union will be made available after this session.

Other ways to capitalize on the unique nature and habits of the commuter student might include the development of noon-time programs, special moonlight bowling for after the game or show, and early-morning recreation leagues, films, etc. The obvious factor here is to adjust the time of your programs to meet the needs of the commuter student. However, with a little thought and imagination, unions cannot only capitalize on this dependence, but they can actually nurture this dependence in hopes the commuter student will develop, through his everyday personal interactions within the union, a sense of belonging and an attitude of participation.

In the words of E. G. Williamson, we must use every effort to inculcate within commuter students "an overt desire to broaden the collegiate experience beyond what they experienced in high school. There are just unlimited things to do around the University community if you want to do them. If you don't want to do them, then it doesn't make any difference if you live close to them or far away."

In short, ours is an educative function, and in order to achieve it we must make optimum use of our present contacts with students, and when possible, we must devise means by which we might increase the contact. In this view, I will ask that you ponder for a moment the difference that would result if your union was operated as an "activity directly related to instruction," rather than as an "auxiliary enterprise."

PART SIX: Business Of The Association

Role Of The College Union

1. The union is the community center of the college, for all the members of the college family -- students, faculty, administration, alumni and guests. It is not just a building; it is also an organization and a program. Together they represent a well-considered plan for the community life of the college.
2. As the "living room" or "hearthstone" of the college, the union provides for the services, conveniences, and amenities the members of the college family need in their daily life on the campus and for getting to know and understand one another through informal association outside the classroom.
3. The union is part of the educational program of the college. As the center of college community life, it serves as a laboratory of citizenship, training students in social responsibility and for leadership in our democracy.

Through its various boards, committees, and staff, it provides a cultural, social, and recreational program aiming to make free time activity a cooperative factor with study in education.

In all its processes it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects.

4. The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college.

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1915	Ohio State University, Ohio Union
1916	Case School of Applied Science, Case Union
1917	Indiana University (cancelled because of war)
1920	University of Michigan, Michigan Union
1922	(March) Harvard University, Harvard Union
1922	(December) University of Toronto, Hart House

1923	University of Minnesota, Minnesota Union
1924	University of Pennsylvania, Houston Hall
1925	Purdue University, Purdue Union
1926	Cornell University, Willard Straight Hall
1927	University of Iowa, Iowa Memorial Union
1928	Vanderbilt University, Vanderbilt Union
1929	University of Wisconsin, Wisconsin Union
1930	Brown University, Faunce House
1931	University of Michigan, Michigan Union
1932	University of Rochester, Todd Union
1933	Ohio State University, Ohio Union
1934	Indiana University, Indiana Union
1935	University of North Carolina, Graham Memorial Union
1936	University of Texas, Texas Union
1937	Purdue University, Purdue Memorial Union
1938	University of Minnesota, Minnesota Union
1939	University of Florida, The Florida Union
1940	University of Pennsylvania, Houston Hall
1941	University of Nebraska, The Student Union
1946	University of Minnesota, Coffman Memorial Union
1947	University of Illinois, The Illini Union
1948	Hotel Roanoke, Roanoke, Virginia
1949	Broadmoor Hotel, Colorado Springs, Colorado
1950	New Ocean House, Swampscott, Massachusetts
1951	Michigan State College, Union Building
1952	Oklahoma A & M College, The Student Union
1953	University of California, Stephens Union, Berkeley, California
1954	Edgewater Beach Hotel, Chicago, Illinois
1955	The Greenbrier, White Sulphur Springs, West Virginia
1956	Purdue University, Purdue Memorial Union
1957	Hotel Utah, Salt Lake City, Utah
1958	Michigan State University, Kellogg Center
1959	Deauville Hotel, Miami Beach, Florida
1960	Indiana University, Indiana Memorial Union
1961	The Broadmoor, Colorado Springs, Colorado
1962	Purdue University, Purdue Memorial Union
1963	The Greenbrier, White Sulphur Springs, West Virginia
1964	Indiana University, Indiana Memorial Union
1965	Sheraton-Palace Hotel, San Francisco, California
1966	Hotel Roosevelt, New Orleans, Louisiana
1967	Benjamin Franklin Hotel, Philadelphia, Pennsylvania
1968	Sheraton-Chicago Hotel, Chicago, Illinois
1969	Denver Hilton Hotel, Denver, Colorado
1970	Shamrock Hilton Hotel, Houston, Texas
1971	The Greenbrier, White Sulphur Springs, West Virginia
1972	The Chase-Park Plaza, St. Louis, Missouri
1973	St. Francis Hotel, San Francisco, California
1974	Royal York, Toronto, Ottawa
1975	The Diplomat, Hollywood, Florida

Reports

PRESIDENT

HAROLD W. JORDAN
Indiana University

Twelve months ago, on March 22, 1970, we closed the Houston Conference and some of our delegates rushed home early to avoid the air strike only to wind up in a blizzard, which delayed their arrivals. Others were confronted with serious unrest on their campuses in late spring. In some cases, we had considerable difficulty communicating with our members due to local responsibilities.

The summer passed; a new school year opened and with it the hope for a good year. As I size up the year, I feel it has been a good one for the most part. Yes, there is still unrest ... but can't most of us learn from this and benefit by taking a better look at ourselves? Yes, there have been budget cuts and travel restrictions ... but don't we grow and become more creative when we pinch pennies? Yes, there may be few job offers but aren't we better off in our field than those in the space program?

So many times this year, I have been aware of how many students I see walking alone -- studying alone -- eating alone. Likewise, I have been aware of how few seem to smile and get fun out of just living. The world has survived wars, famine, depressions disease and earthquakes and always bounced back. Surely, we can do it again. I was reading a few days ago that a *SMILE* is a contagious thing that makes you feel better when you catch it, and even happier when you spread it around ... it can't be bought, begged, borrowed or stolen, for it is something that is of no earthly good to anybody until it is given away.

The college union on your campus is made up of students, faculty and alumni with very diversified interests; however, all know better how to operate your union than you do. Imagine taking these diverse personalities and multiplying them 900 times. That is what happens right here in our Association. Therefore, the ACU-I acts as a giant wheel with the Executive Committee at the hub trying to keep the axle greased, getting its strength from the spokes representing each of our different interests. Together we must support the outer rim of this wheel which represents the college unions around the world. Together we have a strong functioning wheel that can carry its weight of educational responsibility but let one spoke become weakened and there will be a breakdown. We, as an Association, must stay united and strong in the cause of college unions regardless of our personal interests so our wheel will turn smoothly.

In keeping with the theme of our Forty-eighth Conference of ACU-I, *REACH OUT*, we want to REACH OUT to you, as partners, solving our problems together. This conference has been so designed that you have every opportunity to express yourself in planning the future of this organization. Together let us find an orderly way in which to carry on the business of ACU-I. Let us have interaction and understanding.

Since our Houston Conference last year, we have welcomed 68 institutions into full membership, bringing our total to nearly 900 colleges and universities and proving that the college unions of the world are still on the move.

When I became your President-elect, it was the first time that office did not carry either program or standing committee responsibility. This change has been good and, with the Vice President for Committee Affairs, more continuity has developed in the committee guidance.

During my term as president, Mishawak II was held in June at Rice Lake, Wisconsin. Here it was decided to change the meeting date to December; thus scheduling Mishawak III also during my term of office. The third meeting was at Pere Marquette State Park, Illinois. Coming in December, it gave the newly elected student officers earlier guidance in preparation for their regional responsibilities. We have now appointed a continuing Mishawak Committee which should give strength and coordination to this important student-staff program. The delegates have again endorsed Mishawak and the true value of it should soon be showing great results. It is pleasing to report that each succeeding Mishawak Assembly has been less of a financial burden to the ACU-I treasury as follows: June 1969 subsidy $4,451.99; June 1970 subsidy $1,575.48; December 1970 subsidy $210.43.

The Central Office has developed considerably and taken its important place of service to our members (for accomplishments, see the Executive Secretary's report). We compliment Chet Berry's devotion to the ACU-I. During this year, Robert A. Alexander was named Editor of Publications succeeding Porter Butts, who retired from the position after years of faithful service. Bob will be responsible for the content of the *Bulletin* and Chet will use the *Wire,* now in its third year, as his direct contact with the membership. Our first Director of Communications, John F. Duffek, was appointed and assumed his responsibility this year coordinating his work with Chet, Bob and the Executive Committee. The computerized Professional Registry and Employment Service was implemented.

The Development Committee and Task Force on Human Resources jointly launched the Black Images Exhibit which is now on tour. Director of Development, Max H. Andrews, got assistance by the appointment of Porter Butts as Associate Director and with the addition of Edwin O. Siggelkow and George F. Stevens to assist in fund-raising.

Our strength is developed in the regions and the continuity now offered through the Vice President for Regional Affairs and the staggered terms of the Regional Representatives has definitely shown many benefits.

At the closing of the Houston Conference, the Task Force on Human Resources presented a resolution regarding the Mormon Church. Much time was spent by the Executive Committee in dealing with this resolution in a truly fair way. Finally, an Interaction Team was formed that met with the leaders of the Mormon Church. The results of this meeting have been presented to the membership and accepted. At this time, I wish to thank all who so willingly and tirelessly carried on the responsibility in this matter.

There are so many wonderful committee chairmen and members to whom we are indebted. Please read their year-end reports in the *Proceedings* so you can appreciate the effort put forth by these men and women for the good of ACU-I. New committees, including Professional Staff Exchange, Current and Emerging Issues, Outdoor Activities, Performing and Visual Arts, Fund-Raising Priorities, Mishawak Assembly Study Committee, got into the action and will have a lot to offer the Association. The Role Study Committee is finalizing its work and should be completed during 1971-72. The Officers Handbook has been completed and governance study is nearing completion.

One of my main goals was to form guidelines by which we could operate and move ahead in an orderly way acceptable to our membership. As a result, this year a great deal of time has been devoted by hundreds of volunteer workers to reassess our organization -- its goals -- its procedures -- its committee responsibilities to you -- its response to current issues. We hope you will respond to their work in a positive manner with constructive criticism so we can proceed on behalf of ACU-I. I salute the work of our Resolutions Committee, who set up standards for our business procedure which were accepted by the membership in March 1971. Likewise, the Nomination Procedures Study Committee spent many long hours on its proposal. Final acceptance has not been achieved but we are certain a new draft, which will go to the membership for mail vote, will pass; thus again settling the questions raised by some.

I wish I could mention the individual names of the hundreds who have made and are making ACU-I the great organization that it is. To me, there is no more important statement than the two words THANK YOU. It is meant sincerely as I say it to you.

In closing, let me say the presidency of ACU-I is a full time responsibility and, as such, sometimes very frustrating. But remember, it is not a one man job nor are the decisions made by one man in the directing of ACU-I. You, our members, are the ones who really make up the procedures by which we operate. You give the Executive Committee, through the constitution, the tools with which to carry out its responsibility. I pledge my complete support to your next President, Boris C. Bell, and to those who will follow him. Let us all move forward with renewed devotion to our responsibility to the students, faculty and administration of our respective schools and to the work of the Association of College Unions-International.

EXECUTIVE SECRETARY

CHESTER A. BERRY
1970-71

Communications

The communication function of the central office became even more prominent. The executive secretary estimated that approximately half of his office time was spent on responding to inquiries or to the correspondence aspects of the Association's business. The postage expenditure, exclusive of mailing costs for the Bulletin, the Proceedings and the Wire but including other publications mailings, rose to $2,040.00 during the last twelve months. Translated into six cent mailings this would average out to 142 pieces of mail dispatched each working day, a forty per cent increase over the previous year. It is not uncommon for the incoming mail to deliver well over 150 pieces. Among other things, this represents considerable letter-writing and typing.

Participation in three Executive Committee meetings produced 82 pages of minutes and the annual business meeting another five.

Staff

The central office has two full time employees, the executive secretary and his assistant, Mrs. Gayle Wallin. A part-time typist and two college students worked a total of about thirty-five hours a week. A third college student joined the part-time staff in January to assist with the computer operations. Computer programming on the Professional Registry and the address systems was done over the summer months by a just-graduated Ph.D. student in chemistry. Two Stanford University staff members contributed in areas of their expertise, with particular editorial assistance being provided by Walter Peterson to new publications editor Robert Alexander. Legal assistance was provided by one of Stanford's legal counsellors.

Mrs. Wallin provided an enormous mount of energy, intelligence, interest and direction. Her departure during the summer will leave a vacancy which is nearly certain to require more than a single replacement.

Membership

In March of 1970 there were 848 institutional members listed as members. In March 1971 the roster carried 885 members. However, 136 of these were sent final notice that their dues had not been paid for the current year. There is some evidence to suggest that the budget reductions are causing a reevaluation of institutional membership and it is quite likely that the final 1971 membership will not reach 885.

A total of 68 new colleges joined the Association during the past months.

Individual membership, as of early March, stood at 634, about the same as the previous year.

Publications

The appointment of Robert Alexander as Editor of Publications precipitated a number of changes. About 4640 issues of the Bulletin are mailed five times a year. This, added to the eight issues of the Wire, the annual Proceedings and occasional miscellaneous mailings, suggested that the manual methods used previously in the office for addressing and mailing would not suffice. A program was devised which would permit the production via computer of either gummed mailing labels or print-outs suitable for use on Cheshire labelling equipment. Addressing, inserting, sealing and mailing was taken over by the Stanford University mail room.

Each institutional member of the Association receives three copies of the Bulletin; each individual member one. These copies were sent out as self-mailers, thus eliminating envelopes and the stuffing thereof. These copies were sent out, like other magazines, via bulk mail. As a tax-exempt organization the Association applied for a special second class mailing permit, the awarding of which usually takes at least a year.

Nine issues of the Wire were circulated during its second year of existence. This newsletter, with its customary enclosures, is mailed first class and is written by the executive secretary.

A new version of Standards for Professional Staff Preparation and Compensation in College Union Work was prepared by the executive secretary. It varied very little from the preceding issues prepared by Porter Butts. Additions included information about the Professional Registry, the results of the 1970 Salary Survey and the qualifications for some additional positions, namely, director of student activities, theatre director, bookstore manager and recreation area manager.

Two articles were contributed to the February Bulletin and the information explaining the Professional Registry in the March Bulletin was also written by the executive secretary.

The Proceedings of the 1970 conference ran to 216 pages. The conference program committee, under the leadership of chairman Shirley Bird Perry, did much of the editorial work for the Proceedings, with the executive secretary also making some editorial contributions. The Proceedings were typed at the central office and reduced photographically for offset printing by the low bidder in Ann Arbor, Michigan. This procedure, while resulting in a somewhat less legible book, saves about $1,500 in composition costs.

Employment Service

The budget crunch in higher education became evident early in the year in the Employment Service. An improvement in purging the files of filled positions not reported to the Service reduced the number of listed positions and rendered comparison with previous years difficult but, as winter deepened, it became obvious that the lack of new position filings was indicative of a tightening of the job market. A total of 59 jobs was listed from June tenth to March 8, as compared to 179 during the previous year, whereas the number of new candidates remained nearly constant -- 152 for the previous year, 146 for 1970-71. More candidates papers were sent out during 1970-71, 1762 vs. 1930. Of these 431 were sent in response to open directorships, 462 for assistant directorships, 468 for program directorships, 245 for assistant directorships and 164 for student activities directorships, 42 business managers, 28 student deanships, 40 night managerships, 13 food service managerships, 16 recreation directorships and 18 cultural events directorships. The rest of the papers responded to such positions as financial aids director, graduate assistantship, arts coordinator and bookstore manager.

Perhaps the largest project of the year involved the Employment Service. The possibility of computerizing the Service, under consideration for about two years, led to combining it with the old Interest and Participation Form and the Biographical Form. The project is reported upon in length in the March, 1971 Bulletin.

The new approach to the Service coincided almost exactly with the shrinkage of the job market. Since a balance between openings and candidates is needed for an effective service, it may require a few years before the value of this venture can be assayed.

The executive secretary served as chairman of a study committee of the Council of Student Personnel Associations (COSPA) on the possibility of a centralized placement service for this field. Experience with COSPA indicated a need for such a service and inquiries about candidates suitable for non-union positions from campuses, industry and government were responsible in part for the ranging of the format of the Employment Service beyond the confines of union work.

Professional Registry

Last year's report, plus the extensive coverage in the March Bulletin, does not demand further delineation of this effort. Copies of the Registry forms have been placed in the conference delegates packets. Copies have also been bound into the March Bulletin. The Registry will be only as effective as the quantity and quality of responses received. It represents a formidable effort and a calculated risk.

Annual Conferences

The 1970 conference was held at The Shamrock in Houston, Texas from March 22 to 25. Mrs. Shirley Bird Perry of the University of Texas was the conference program chairman. Mr. Jack Overman of Kansas State College was in charge of exhibits. William Rion of the University of Florida was conference manager and William Scott of the University of Houston was the host director. The use of volunteers for registration, employment service assistance, brochure trading center and information center greatly improved the logistics of the meeting.

The conference theme, To Whom Can I Speak, was emphasized by more than forty interaction groups meeting periodically in hotel suites. Four pre-conference seminars were held. Registration at these included: Junior College (52), Food Service (30), Performing Arts (36), Building Planning (60). There were 846 delegates and 45 wives participating. Eighty-eight booths were used by 76 exhibitors. The attempt at pre-registering delegates was most successful, with the result that there was little congestion or waiting at the registration tables.

The limitation of guest room space at the site of the 1971 conference, The Greenbrier, made it necessary to establish advance registration procedures which required full payment of the $30 registration fee before a guest room reservation blank was made available to the delegates. As of March 8, 725 delegates, 93 wives were registered for the conference. The lack of single rooms placed considerable detail demand upon the central office because of the need to assign roommates.

Three pre-conference seminars were scheduled. Two, one on junior colleges and the other on food management, each had a total of 10 registrants by the deadline date of March second and were cancelled. The third, on planning a union building, had 32 registrants at that date.

Exhibits

A $2500 grant from the Educational Displays, Incorporated was used to develop a photography show depicting aspects of the black culture. This show, Black Images, was assembled at Fisk University by Professor David Driskell. Max Andrews, the Association's director of development, was responsible for mounting the project. Black Images had its premiere at Cornell University in October and union director Ronald Loomis was most helpful in launching the show on its way, including making some necessary physical changes. Eleven showings, including one at The Greenbrier conference, were scheduled between the premiere and June.

The perennial favorite, the Hallmark Exhibit, continued its rounds. It was booked onto eight campuses between September and June.

Travel and Professional Activities

Efforts to combine missions when leaving the office resulted in several prolonged journeys. The opportunity to visit possible future conference sites was taken advantage of whenever possible. Thus, while speaking at a testimonial dinner in May at

Cornell honoring Edgar Whiting, the executive secretary made side trips to Boston and Minneapolis to examine the Boston-Sheraton and the Radisson hotels. He also used this occasion to spend time with Porter Butts in reviewing the transfer of the editorship.

That same month, while enroute to the 1971 conference program committee meeting in West Virginia, he inspected the Atlanta, Georgia Regency House. In June, after the summer workshop at the Illini Union and the Mishawak Assembly-summer Executive Committee meeting, he visited the Royal York Hotel in Toronto (later selected as the 1974 site) and the Queen Elizabeth in Montreal.

In conjunction with the American Council on Education and COSPA meetings he inspected the Fontainbleau and Diplomat (1975 site) hotels in south Florida. The ACE and COSPA meetings were held in St. Louis at the Chase-Park-Plaza, site of the 1972 conference, and this presented an opportunity to inspect that property. Reports on all seven hotels were submitted to the Executive Committee.

The executive secretary participated in Mishawak Assembly II and III (and maintained a separate set of books for the finances of each). He represented ACU-I at the Council of Student Personnel Association and American Council on Education. He served as chairman of the COSPA study committee on a central employment service for the student personnel field. While at the ACE meeting in St. Louis he was able to inspect the eventual site of the third Mishawak Assembly.

He gave the keynote address at the summer workshop at the University of Illinois. The workshop title was The Challenge of Black College Unions, Student Activities and the 'Seventies. He also keynoted the Region Fourteen conference at Washington State University.

In December he attended the meeting of the Pacific Eight union directors, immediately after representing ACU-I at the Interfraternity Council meeting in San Francisco.

In April, he met with the chairman and treasurer of the Recreation Committee in Tulsa, during the Women's International Bowling Congress, to implement the transfer of bookkeeping operations for that committee to the central office. While there he attended the ACU-I women's bowling tourney and spoke briefly at the awards breakfast.

A sizable number of visitors stopped by the office, including persons interested in the Employment Service, architects planning union buildings and union staff persons visiting northern California. Included in the list were three Australians, one Japanese and two Canadians.

Constitution and By-Laws

Three changes were voted on during the late winter. They affected the timing of the terms of the regional representation and the methods of changing the constitution and the by-laws. The deadline for receipt of these ballots, mailed out with the January Wire, was February 26.

The results follow:

Change	Yes	No
Article VI, Section 3 (By-laws)	234	6
Article VII, (Constitution)	226	17
Article IX, (By-laws)	225	17

Finances

The October, 1970 Bulletin carried the 1969-1970 budget and a June estimate of the year's actual financial activities. It also carried the 1970-71 budget. The June estimate indicated an anticipated deficit of $5,247, whereas the final year-end audit for 1969-70 showed a balance of $554. The results of the audit follow:

ACU-I
Income Statement
July 1, 1969 to June 30, 1970

Regular Dues	75,513	
Associate Dues	1,754	
Professional Dues	3,941	
Sub-total Dues		81,208
Publications	8,098	
World	409	
Planning	155	
Directory	250	
Microfilm	420	
Sub-total Dues		9,332
Employment	890	
Interest	2,725	

Address List	136		
Other Income (includes conference net)	6,200		
Sub-total Other		9,951	
Total Income Operations			100,491
Net Salaries	23,937		
Withholding Tax	4,071		
Social Security	1,612		
T.I.A.A.	4,200		
Clinic	551		
Sub-total Payroll		34,371	
Professional Fees	646		
Presidential expense	427		
Rental Equipment	3,419		
Executive Secretary Travel	1,745		
Rent	4,908		
Professional Ceremonial	568		
Recognition and Awards	2,569		
Miscellaneous	323		
Postage	2,893		
Telephone	601		
Insurance	690		
Task Force Operations	1,096		
Sub-total		19,895	
Supplies General	2,666		
Supplies Printed	1,062		
Supplies Stationery	1,040		
Supplies Resources	630		
Sub-total Supplies		5,398	
Publications Printing	6,314		
Publications Other	798		
Publications Microfilm	1,064		
Sub-total Publications		8,176	
Executive Committee	6,649		
Research Committee	404		
Resolutions Committee	66		
Professional Development	710		
Nominations Committee	220		
Junior College Committee	437		
Public Relations Committee	315		
Arts Committee	920		
Recreation Committee	251		
International Relations	127		
Committee Chairmen	879		
Sub-total Committees		10,978	
Service to Equipment		267	
Publications Contingency		3,000	
Bulletin Printing	9,182		
Bulletin Post and Freight	1,640		
Bulletin Address & Labor	5,159		
Sub-total Bulletin		15,981	
Wire Printing	1,409		
Wire Postage	1,201		
Wire Address & Labor	805		
Sub-total Wire		3,415	
Role Statement		40	
Development		600	
Region One	154		
Region Three	213		
Region Five	30		
Region Seven	100		
Region Eight	72		
Region Nine	100		
Region Ten	74		
Region Eleven	63		
Region Twelve	100		
Region Fourteen	100		
Region Fifteen	100		

Regional Representatives	1,757		
Sub-total Regions		2,863	
Employment Printing	65		
Employment Processing	179		
Employment Other	125		
Sub-total Employment		369	
Data Processing Fee		84	
Total Operating Expense			105,437
Less: Conference expense allocation			5,500
			99,937
Net Gain for Year			554

Special Task Force fund, Mishawak Assembly and Recreation Tourneys not included in the foregoing.

March 12, 1971

VICE PRESIDENT FOR REGIONAL AFFAIRS

JOHN WONG
Union Director
Rutgers University

Regional activity and interest has been high as well as productive this past year. Although there was a slight drop in participant schools at regional conferences, there was an increase in the total number of students and staff.

Volunteer service is the hallmark of our Association and nowhere is this more evident -- and appreciated -- than in our regional activities. Over 130 regional representatives and coordinators have labored this past year to produce programs and services for their regions. Unsung and unheralded union staff people have supplemented the efforts of the regional staffs in a thousand different ways ranging from hosting regional conferences and tournaments to editing and publishing regional directories and regional newsletters. As union boards and programs depend on enthusiastic volunteer support from students, so this Association must depend on staff personnel giving willingly and unstintingly of their time and efforts.

Regional conferences normally provide the one opportunity that students and staff have to meet all those nameless and faceless people who have toiled in their behalf. Attendance at regional conferences ranged from 101 students to 382 students; staff attendance ranged from 22 to 75 in the various regions; and total attendance ranged from 126 to 457. Member school participation ranged from 44% to 72% in a given region and a total of 56% of the membership schools participated in regional conferences.

While there has been some concern over the amount of partying at many conferences in recent years, it is significant to note that in at least two regions this year, hotel personnel and managements commended conference committees on the decorum of conference participants.

Conference program topics this past year emphasized more program planning sessions and less social reform issues -- the type which characterized so many of the conferences in 1969-70. Interest in communication techniques is still prevalent as is sensitivity and leadership training.

In addition to regional conferences, many regions have seen an increase in one-day workshop activity in different parts of regions throughout the year. Workshop topics and programs range from student-centered "how-to-do-it" sessions to staff-centered problem solving techniques.

These workshops are a function of the regional coordinators' involvement in regional services. This year has seen a great increase in coordinator services in the area of the arts, professional development, recreation, and two-year colleges. The potential contributions from regional coordinators to their regions is only now being realized.

Much of the coordinators' potential wealth of services to the region depends on financial support of his programs. To this end, the Regional Finances Study Committee has been established to evaluate regional financial needs relative to projected programs and services. The Executive Committee of the ACU-I has requested that a feasibility study regarding differential regional dues be made. Pending a report and recommendations from the study committee, the question of differential dues remains unanswered.

Student leadership in Association affairs, as a result of the past three Mishawak Assemblies, continues at an unparalleled level. Students have been appointed to serve on annual conference program committees and programs, on the study committee evaluating the role of the performing arts, the outdoor activites, and numerous other offices.

Moving the time of the Mishawak Assembly from June to December has resulted in more valuable input to regional steering committees. Since the Assembly now follows shortly after the election of new regional steering committee officers at regional conferences held in the fall, enthusiasm and productivity run high and reports indicate that the regions benefit from the change.

However, the future of the Mishawak Assembly is in doubt. An evaluation committee is presently engaged in determining the benefits derived from such meetings. Limited finances place the future of the Assemblies in doubt.

The strength of the Association lies in its regions. The 1970-71 year has seen many improvements in regional operations and current studies underway will help to alleviate many of the problems.

VICE PRESIDENT FOR COMMITTEE AFFAIRS

Hans E. Hopf
Union Director
New York University, University Heights

The position of Vice President for Committee Affairs is still in its infancy. As I complete the second year as the first person to be responsible for Standing Committees continuously for more than one year, I reflect on the accomplishments or lack of same. Conceived to provide continuity for the coordination of the activities of an assortment of heterogeneous groups, this position also was to relieve the President-Elect of a distraction which apparently seriously handicapped previous incumbents.

Because their tasks vary considerably, many of the committees have relatively little in common and their members represent the broadest spectrum of interest within the Association. Learning to understand the role of each committee, its mode of operation, the various personalities involved in the leadership all provided much food for thought, called for patience, much correspondence and telephone calls. A prodding here, a nudge there, sometimes helped get a project moving or completed. Attendance at a face-to-face meeting was necessary to learn about the operation of the most elaborate and efficiently run committee -- the Recreation Committee. During these past two years of turmoil on college campuses, the productivity of many of our committees declined severely, in part occasioned by pre-occupation of the chairmen with local problems. The self-studies by some committees resulted in their dissolution; to wit, Inter-Association Committee and the Publicity and Public Relations Committee. The Committee on Relations with Artists Representatives was dissolved by action of the Executive Committee as it did not seem to serve the needs of the membership in the manner desired. In its place, a new Committee on the Performing and Visual Arts has now been established which hopefully will seek to fill the gap in services provided to those particularly interested in the performing arts. I am especially pleased that Jim Wockenfuss has agreed to serve as the first Chairman of this Committee.

Several other new committees have come into being since last year, all of them as a result of expressed interest by the membership, but they have yet to show tangible results. They are the Committee on Outdoor Activities now chaired by Take Harada, the Committee on Management chaired by Don Phillips, the Committee on Program Development chaired by Ernest Bebb, and the committee on Current and Emerging Issues chaired by Ted Crabb. We have been extremely fortunate in attracting very capable people to chair these committees and to serve as members and I am also pleased that some of the older committees are also getting new and dynamic leadership. This is certainly a credit to the desire and enthusiasm of these men and women to serve our Association.

As the membership presses for more and more tanbible services from the Association, the pressures on the various standing committees shall increase proportionately and with this the responsibility of this office. Providing continuity in the leadership from the Executive Committee to the committees seems essential for the upkeep of morale and enthusiasm as well as the enhancing of productivity. Concern with public relations and publicity must also receive top priority. In addition, one of the more difficult tasks continues to be the effort to keep tabs on committee personnel, recruiting new blood and assuring ourselves that those appointed to committees are giving challenging jobs to do. Further, evaluation of the committees' goals and objectives must take place on a continuing basis.

In closing, I wish to give recognition to those chairmen who have served well and have completed their tour as chairmen either last March, since then or now: Dale Brostrom, Norman Moore, John Veen, Loren Kotner, Shaw Smith, Bill Osborne, Bill Brattain, John Miles, Bill Varney and Jane Smith. Special thanks go to Ron Barrett for having stepped forward once more to chair a study committee which led to the forming of the Committee on the Performing and Visual Arts this past year. Last but not least my appreciation is expressed to my colleagues on the Executive Committee for their patience and advice, especially Chet Berry without whose help this would have been an impossible task.

REPORTS OF THE STANDING COMMITTEES

REPORT OF THE COMMITTEE ON THE ARTS

COMMITTEE MEMBERS

William J. Osborne, Chairman, Duke University, Durham, North Carolina
Samuel E. Durham, Rockford College, Rockford, Illinois
Gail D. Floether, Wisconsin State University, Oshkosh, Wisconsin
Betty J. Brandenberg, Elmira College, Elmira, New York
Thomas Lyle, Virginia Polytechnic Institute, Blacksburg, Virginia
Jacquelyn Ann Moe, Eastfield College, Mesquite, Texas
Robert M. Reed, Western Illinois University, Macomb, Illinois

COMMITTEE OBJECTIVES

1. To stimulate the development of programs of the arts in college unions by developing sources of exhibit materials and making this information readily available to the ACU-I membership.
2. To stimulate the development of art collections within college unions and traveling art exhibits between unions.
3. To provide information in such needed areas as:
    - ---The care and handling of art exhibits
    - ---Protection and security of exhibits
    - ---Building permanent collections
    - ---Using local resources to develop exhibits
    - ---Achieving maximum benefits from exhibits
4. To stimulate the development of art programs and exhibits at the regional level and at regional conferences.

REGIONAL COORDINATORS

Region I
Barbara Linnenbrink
University of Hartford

Region II
Joseph Fischer
SUNY University at Buffalo

Region III
Kay Burke
Rutgers University - New Brunswick

Region IV
Helen Paty Eiffe
Moravian College

Region V
Kiki Stilwell
University of South Carolina

Region VI
Howard N. Winniman
University of Miami

Region VII
Melvin Weisblatt
Case Western Reserve University

Region VIII
Sid Miller
Wisconsin State University-Platteville

Region IX
Richard Slocum
Indiana University

Region X
Patricia Larson
St. Cloud State College

Region XI
Marshall Williams
Wichita State University

Region XII
William A. Hite
University of Southwestern Louisiana

Region XIV
Pat Smirnoff
University of Montana

COMMENTS

Efforts during the past year have been largely directed to preparing for the annual conference. A pilot film festival and presentation of a Resource Center in Creative Arts as well as demonstrating artists was contemplated.

For the Resource Center, Ann Hicks planned for display of security alarm systems, lighting and display facilities. Glass blowing, painting and the like were also planned. A further resource planned was a display of COTA publications available such as the catalogue on available exhibits. Gail Floether was overall Program Coordinator.

The following art programs are those known to have been presented at regional meetings.

Region II Joe M. Fischer (Regional Coordinator) reports a well rounded crafts and photography presentation that included leather working and ceramics demonstrations. The crafts demonstrations were scheduled for Friday, October 30th from 1:00-5:00 p.m. at the State University of New York at Oswego. A potters wheel was provided and Brian Gricus of the Oswego faculty demonstrated centering, opening and raising thrown clay forms. He also demonstrated the building of forms by the use of slabs. Tom Vallone demonstrated techniques used to hand-construct a leather belt and sandals. One of the best offerings of these programs was the encouragement of students to participate and try their hand.

An exhibit called "Images from the Past" presented over 100 turn of the century photopgraphs by Eastern photographers. All prints were derived from the original glass negatives. The exhibit was also made available for scheduling at member schools and gave rental fee, shipping data, etc. All in all an excellent program.

Region IV Paty Eiffe (Regional Coordinator) gave a presentation of materials available to the region at the Regional Conference and was attempting at the time to pull together a poster exhibit from within the region.

Region VII Wendell Ellenwood (Regional Representative) reports that data on a regional traveling photography exhibit is on the program for use in his area and that an exhibit of photography is on tap at the meeting. Plans also include developing a Black Art Exhibit to be displayed at the Regional Meeting. Finally, Ohio State had 22 entries from Ohio in a creative film competition last spring.

Region VIII Sid Miller (Regional Coordinator) reports a program session on block booking at the Regional Meeting.

Region IX Bob Reed (COTA Member) reports that his Region held a film festival which resulted in "Ferris Wheel" from SIU Carbondale as a winner as best film. Region IX also held an exhibit of prints, paintings and sculpture, had a session on Communicating through films, had a chamber music session and programs on "Gallery Development" and "Cultural Arts" in addition to two film series.

Region X Pat Larson (Regional Coordinator) reports a session at the Regional Meeting on "Graphic Media in the Union Gallery" plus an exhibit at the Union and a print show is now available for regional use (courtesy of Pat).

Effective at the close of this meeting, Ann Hicks assumes the chairmanship of this committee. Ann has always been a contributing member of the committee and a hard worker who, in addition to the above mentioned conference planning, edited and prepared the current issue of Art Exhibit Sources. I feel sure her leadership will continue to develop the role of COTA.

REPORT OF THE INTERNATIONAL RELATIONS COMMITTEE

COMMITTEE MEMBERS

Carl E. Nelson, Chairman, University of Minnesota, West Bank
Lewis Conway, Drexel University
Charles Cubelic, Robert Morris College, Pennsylvania
Robert Handy, Southern Illinois University
Jodi Murata, Federal City College
Ellen Perry Wolfe, Colorado Mountain College

COMMITTEE OBJECTIVES

1. To encourage and assist development of programs and experiences that promote learning in areas of international relations.
2. To encourage and assist development of cross-cultural programs and experiences that enhance student development and learning.
3. To develop a sensitivity on the part of union staff, board and committee members to characteristics of people from the various cultures of the world.
4. To encourage attention to the special needs of foreign students.
5. To aid the Association of College Unions-International and its members in receiving and hosting international visitors.

The committee chairman did no work with the committee in 1970-71; therefore, there was no completed project. There is no sufficient excuse or apology for this failure. Because of it, there was neglect to important and necessary tasks:

1. Providing up-to-date information on resources and opportunities related to programming in international relations.
2. Studying and recommending action, assistance or information on international student travel.
3. Further development of services helpful to international visitors.

REPORT OF THE JUNIOR COLLEGE COMMITTEE

COMMITTEE MEMBERS

Jane Gentry Smith, El Centro College
Richard Degus, Monroe Community College
Lyle E. Lapray, Mt. Hood Community College
Alan Saval, North Shore Community College
Frederick Jefferson, Corning Community College
Jerry Young, Cuyahoga Community College, Metropolitan Campus
Richard P. Karch, Parkland College
John Zeien, Miami-Dade Community College, South Campus
J. William Johnston, Pennsylvania State University, University Park

COMMITTEE OBJECTIVES

1. Promote membership of junior and community colleges in the Association.
2. Assist two-year institutions in developing insight into the role of the college union on their campuses.
3. Provide two-year institutions with information relative to all areas of college unions.
4. Cooperate with the regional representatives to promote appointments of Junior College Coordinators in each region.
5. Work through the regional Junior College Coordinators in determining the ways in which the Association can best serve its two-year member institutions.

1970-71 PROJECTS

1. Evaluation of the 1969 Junior College Summer Short Course and 1970 "Now College" Seminar and preparation of a model pre-conference workshop to be presented at the 1971 ACU-I Conference if junior college interest would sustain it.
2. Initiation of research for an annotated bibliography of materials on student activities in the junior college.
3. Research into types of leadership materials tailored to the needs of junior college activity programs.
4. Initiation of a recruiting packet to be distributed to Junior College Coordinators.
5. Maintenance of an up-to-date Junior College Directory.
6. Research into the need for a name change for the Junior College Committee.

1971-72 PROJECTS

1. Continued expansion and annotation of the Junior College Activities Bibliography.
2. Initiation of a Junior College Activities Newsletter.
3. Preparation of a Supplement for the Junior College Directory.

REPORT OF THE MANAGEMENT COMMITTEE

COMMITTEE MEMBERS

Don L. Phillips, Chairman, Louisiana State University
C. J. Barbas, University of Missouri
Baker Bokorney, Oregon State University
Leonard Gal, New York University
Mrs. Donald Gaylord, Southern Colorado State College
Dwayne L. Hall, University of Kansas
Charles L. Hanson, San Diego State College
W. Ronald Keyes, Southwest Minnesota State College
Tim F. Mitchell, Georgia Institute of Technology
John C. Smalley, Purdue University
Walter D. Smith, Kansas State University
Robert J. West, University of Michigan

COMMITTEE OBJECTIVES

To provide the membership with up-to-date information on new equipment, the latest methods on housekeeping, food service, accounting, games, building materials, sound equipment, office machines and other items used in the over-all function of the Union.

To provide a bibliography on management philosophy, techniques and procedures, personnel and labor relations, housekeeping procedures, office procedures including books, films and periodicals.

To work with the Professional Development Committee in the development of executive management institutes.

To work with the Research Committee in encouraging study in the area of college union management.

To encourage and provide an informational exchange procedure to compare management techniques among unions.

1970-71 ACTIVITIES

1. The committee met in its first face to face meeting at the conference at Houston under the leadership of Mr. Bill Varney, Chairman of the Committe at that time.

2. Specific projects assignments were made to individual committee members at the face to face meeting. The projects and the member responsible follow:

a. Contracts and Dealing with Commercial Vending and Food Operators -- Robert J. West (Mr. West was later appointed Chairman of the Food Service Sub-committee and broadened his area of responsibility to all of food service.)

b. Carpeting -- Charles L. Hanson (Mr. Hanson has a first draft of his report ready.)

c. Insurance Rates and Bonding of Employees -- John R. Harison (Mr. Harison has resigned from the committee because his position is no longer in Union work.)

d. Training Staff and Employees Particularly Dealing with Customer Relations -- Norman Moore (Mr. Moore has also resigned from the committee due to personal reasons.)

e. Accounting Machines and Methods -- Walt Smith (Mr. Smith is reviewing a previous study of his on this topic and will have information accumulated and ready for committee perusal in the near future.)

f. Audio Visual and Multi Media Techniques -- Leonard Gal (Mr. Gal has made a preliminary draft of his study which will probably have to be coordinated with the Research Committee to provide necessary data.)

g. Student Theft in Food Service Operations and Employee Pilferage -- Dwayne L. Hall (Due to extreme demands on Mr. Hall this study has been delayed for at least one year.)

h. Executive Management and Delegation of Authority -- Jack Smalley (This study has been delayed subject to further definition by the Management Committee.)

i. Serving of Beer and Alcoholic Beverages in the Union -- Mrs. Donald Gaylord (Mrs. Gaylord has collected much data and is in the process of preparing a report on the subject.)

3. In June of 1970 Mr. Don Phillips of Louisiana State University Union was appointed chairman of the committee replacing Mr. Bill Varney, who was elected Vice-President for Program for the ACU-I.

4. During the year the committee communicated by letter and telephone. An added project for study was the development of a "Management File" as a possible communication technique between the committee and the members of ACU-I. Mr. Ronald Keyes was assigned this project.

5. A Food Service Sub-committee of the Management Committee was established with the addition of three food service people to the committee (Mr. Bokorney, Mr. Barbas, and Mr. Mitchell). Mr. Robert West, of the University of Michigan, served as chairman of this sub-committee until February, 1971. Mr. Tim Mitchell, of Georgia Tech, is now serving as chairman of the sub-committee and will coordinate Food Service Sub-committee suggestions for programming with the Conference Program Committee.

6. Liaison with the Research and Professional Development Committees, the Bureau of Communications, the Indiana Management Conference, and others has been carried on by mail and/or telephone through the chairman's office.

7. Progress has been made on a number of specific projects for the year but none have been completed as yet. Those projects that are definitely under way are:

The Food Service Sub-committee working on the ACU-I Conference and on other specific projects.
The Serving of Beer and Alcoholic Beverages in Unions
A Study of Carpeting
A Study of Accounting Machines & Methods
The Management File
A Study of Audio Visual Equipment and Techniques

The significant advancements made this year were in the area of internal committee organization and the functioning of the Food Service Sub-committee. A Pre-Conference Food Service Seminar was set up for the '71 Conference and much planning has been done for the '72 Conference.

FUTURE GOALS AND OBJECTIVES

1. Completion of projects underway.
2. Work with the 1972 ACU-I Program Committee to develop a corps of management programs for the '72 Conference.
3. Aid the Food Service Sub-committee in meeting the expressed needs of the food service people in the ACU-I.
4. To communicate with the membership of ACU-I concerning problems, procedures, policies and concerns of management.

COMMENTS

The Greenbrier Conference of 1971 will be the first opportunity for the committee as it is now constituted to meet face to face. Much of the past year was spent in organizing efforts. The face to face meeting with a discussion of projects and progress will lead to a more productive year for 1971-72.

The establishment of the Management Committee has already had an effect in that the Executive Committee of ACU-I and the other standing committees are more aware of management aids and encourage communication of management concerts within the membership of ACU-I by meeting the objectives as established by the Executive Committee through a series of specific projects and program emphasis at the annual conferences. Some of the specific projects are well underway and will be completed during the coming year. The 1972 Program Committee for the annual conference is already communicating with the committee regarding program emphasis for that conference.

REPORT OF THE COMMITTEE ON OUTDOOR ACTIVITIES

COMMITTEE MEMBERS

Takeshi Harada, Chairman, University of Hawaii
Gary Grimm, University of Oregon
Mary Jo Mertens, University of Kentucky
Ernest C. Naftzger, Idaho State University
Jon Thomas, University of North Carolina at Charlotte
L. H. Heddleston, Slippery Rock State College

COMMITTEE OBJECTIVES

Statement of Purpose:

This committee is formed to encourage development of outdoor activities programming through research, dissemination of information on this type of programming, and leadership development.

Immediate Tasks:

1. To compile information on existing programs in member institutions.
2. To define "outdoor activities" while identifying committee tasks.
3. To gather information on outdoor activities programming and prepare means of dissemination.
4. To evaluate current ACU-I publications on outdoor activities.
5. To study the flying club program and its place in the Union and the ACU-I.

1970-71 PROJECTS

Completed project: Development of a Flying Club program.

1. Program authorized by the Executive Committee in Fall '70.

Projects to be continued in 1971-72:

1. Survey of existing programs and interest in Outdoor Activities.
2. Resources on Outdoor Activities to be gathered and disseminated to member institutions.
3. Develop workshops or seminars on Outdoor Activities.
4. Develop exchange programs in Outdoor Activities.

This committee had a late start due to the resignation of John Miles, but will endeavor to do its utmost in providing information, guidance, and whatever resources in Outdoor Activities we have to enrich the lives of our "communiversity" family.

REPORT OF THE PROFESSIONAL DEVELOPMENT COMMITTEE

COMMITTEE MEMBERS

Craig Millar, Chairman, University of Rochester
Frank Bartow, University of Wisconsin, Milwaukee
Beverly Basenese, University of Georgia
Aaron Carpenter, Grambling College
William Edwards, Cornell University
Marvin Kelley, Mount Hermon School
John D. Lawson, California State Polytechnic College
Robert Reid, Cornell College

COMMITTEE OBJECTIVES

1. The Professional Development Committee will provide current information about graduate assistantships, fellowships, work study programs and scholarships available in the college union and allied fields.
2. The Professional Development Committee will assist in the establishment of degree programs in college union administration in various colleges and universities.
3. The Professional Development Committee will provide education programs for the Association and its membership.
4. The Professional Development Committee will create a greater awareness of career opportunities in college union work.
5. The Professional Development Committee will conduct studies concerning salary schedules, requirements of employment and training for positions in the field of college union administration.
6. The Professional Development Committee will assist the Professional Development Committee Coordinators in their development as educational facilitators for their respective regions.

1970-71 PROJECTS

1. Contact was made by the Chairman with member unions through the Bulletin and the Wire to determine their degree of interest in conducting a summer course in 1971. Indiana University proposed a summer course in Union Administration which was approved by PDC. Final August dates had not been determined at this writing.
2. Texas and Indiana, were officially recognized for their successful 1970 summer courses. Unfortunately two other summer courses at Florida and Iowa were canceled. Although no complete evidence is available, tight travel budgets were considered the prime reason for the cancellation.
3. PDC took major responsibility for the planning and organization of the pre-conference workshops this year. This was a first for PDC. Three workshops will be held if attendance and interest allows.
4. PDC has undertaken an updating of the Guideline used by PDC Coordinators in the planning of Regional staff training programs.
5. The 1971-73 Survey of Opportunities for Graduate and Work Experiences in the College Union Field will be published after the Greenbrier conference by PDC.

6. The careers brochure was reprinted and distributed by the Executive Secretary's office. A new brochure, published by PDC will be distributed during 1971.

7. Study began on the long standing goals and objectives statement of PDC. Study is expected to continue.

8. PDC was represented by Marvin Kelley (Mt. Hermon School) on the 1971 Program Committee. As previously, PDC views the annual conference as a professional development opportunity and is conducting an evaluation of the conference with the Program Committee. This year, verbal group evaluation will be attempted through the Interaction groups.

9. Attention was given to developing methods of communication between PDC and the Regional Coordinators.

10. Consideration was given to a regional pilot study (Region 6) aimed at developing a consistent staff-student development program for ACU-I.

11. An analysis of the Durrett Study on College Union Governance is in progress. Ron Robinson (East Texas State) volunteered to complete the task for PDC. Results will be made available this spring.

12. Initial steps were undertaken to examine the feasibility of establishing an intern program out of the Central Office. This program is visualized as a joint venture of PDC and the Task Force.

13. PDC devoted considerable time to its own development, as the entire Committee with the exceptance of one, are new members.

1971-72 PROJECTS

Many of the projects mentioned above are on-going and will therefore be continued in 1971-72. It is contemplated that other ideas will be added at a later time.

1. The Committee will consider other possibilities for pre or post-conference seminars in connection with the 1972 Annual Conference in cooperation with the Program Committee.
2. PDC will continue to work with the Task Force on Human Resources in as many ways as possible.
3. PDC will renew the work on the Masters Degree Outline.
4. PDC will develop a paradigm for Developmental Awards Program.
5. PDC will consider and develop new educational programs for the Association membership.
6. PDC will continue to evaluate Committee goals and objectives.
7. PDC will study employment practice of member schools as it relates to the protection of those individuals seeking careers in the Union field and to the member schools.

REPORT OF THE PROGRAM DEVELOPMENT COMMITTEE

INITIAL MEMBERSHIP

Ernest L. Bebb, Jr., Chairman, University of Utah
Ronald R. Feldstein, SUNY College at Oneonta
Dave Hubler, University of Illinois
Richard V. Murdach, University of Missouri, Kansas City
Susan Wagnon, University of Texas

COMMITTEE PURPOSES

1. Increase the excellence of Union programs and provide opportunities for program staff to become familiar with excellent programs.
2. Increase the involvement of Union program and program oriented staff in the Association.

COMMITTEE GOALS AND OBJECTIVES

1. The review, study, and communication of program ideas, trends, and organizational models.
2. The offering of materials and the sponsorship of special programs designed to assist persons involved in college union programming.

PROPOSED COMMITTEE PROJECTS AND ACTIVITIES

1. Consider the possible development of a general statement of philosophy for programming including the relationship of education, service, experience, and individual development. Such consideration would be to state a philosophy which would be of value as an addition to or an expansion of that stated in The Association's Role of the College Union. This suggestion does not intend to in any way revise the Role, per se.

2. Provide for the exchange of information on college union programs, including the collection of quality program descriptions and the distribution of the descriptions to interested persons.

3. Conduct studies and research concerning program trends. Try to predict trends in programming and suggest ways in which unions across the country might capitalize on the trends. Union programs are becoming increasingly more academic and more oriented toward political and social issues and concerns. Formulate lists of readings, resource persons, and materials on these subjects.

4. Explore and define those characteristics of programming which might be peculiar to residential, commuter, junior college, etc., institutions. Realizing that many, even the most primary, characteristics are not so peculiar.

5. Provide organizational models. The number of new unions throughout the country continues to increase and many of them need assistance with setting up union programs.

6. Considering coordinating and sponsoring special programs designed to increase the effectiveness of the persons involved in union programming. Programs both for students and professional staff members. These might combine leadership/professional effectiveness programs with rather specific workshop sessions. Some of the programs might focus on a rather narrow subject (such as film programming or program cooperation with academic departments or lecture programs) others would be more overall in their approach.

7. Encourage study, research, and writing in the area of union programming. There is a dirth of written material available which is actually directed at student activity programming, per se. A close coordination with the Research Committee would be essential on this item.

COMMENTS

As the use of the term "initial membership" indicates, it is intended that more members be added before the membership might in any way be considered complete. The committee was established after the 1970 conference upon the recommendation of a 1969-70 study committee to consider the establishment of a standing committee for program development. Consequently, all of the activities of the committee formulation have been done by correspondence. Lack of face to face conferring, etc., from the beginning has added a delaying effect on the initial formulation and beginning activities of the committee.

The first year has been disappointing in its lack of productive activity to the chairman and members alike. At the present time, there is a lack of rounded membership, with any committee tenure at least, which includes an ample number of persons actually involved in a sizeable number of university and union activity programs. In addition, the committee lacks the important face-to-face relationship experience which is essential to establish the necessary rapport required to accomplish the "original effort" (in opposition to essentually evaluative) kind of work load with which it is charged. The 1971 Conference of the Association should provide opportunity to begin rapid correction of both of the indicated organizational problems and the committee can begin in actuality to accomplish the goals and projects which have been established this year.

REPORT OF THE RECREATION COMMITTEE

COMMITTEE MEMBERS

C. Daniel O'Sullivan, Chairman, Wisconsin State University, Whitewater
Jerry Mock, Secretary-Treasurer, Kansas State University
Roberta Appelgate, Director Bridge Tournament, Bradley University
Gail Clay, Director Women's Bowling Tournament, University of Tennessee
Richard S. Gage, Director Table Tennis Tournament, University of Houston
Dale McHenry, Director Billiards Tournament, Purdue University
Thomas J. Powell, Director Chess Tournament, LaSalle College
Gordon Teigen, Director Men's Bowling Tournament, Wisconsin State University, LaCrosse
Barry Wilson, Director Trap & Skeet Tournament, University of Connecticut

1970-71 REGIONAL COORDINATORS AND TOURNAMENT SITES AND DATES

Regional Coordinators	Tournament Sites & Dates
Region I Gale Alexander Western Connecticut State College	University of Connecticut Storrs, Connecticut February 5-6
Region II Francis Manning SUNY at Buffalo	Rensselaer Union Troy, New York 12181 February 11-13
Region III Wayne J. Page Montgomery County Junior College	Drexel University Philadelphia, Pennsylvania February 12-14
Region IV Gay Martinson West Virginia University	George Washington University Washington, D. C. January 29-30
Region V Ron E. Whittaker Appalachian State University	University of North Carolina Charlotte, North Carolina February 11-13
Region VI Patrick J. Day University of Florida	University of Florida Gainesville, Florida February 11-13
Region VII Fred Balmer General Motors Institute	Western Michigan University Kalamazoo, Michigan February 19-20
Region VIII Oliver Steiner Wisconsin State Univ., Stevens Point	Wisconsin State University Stevens Point, Wisconsin February 6-7
Region IX Jerry D. Burnam Northern Illinois University	Western Illinois University Macomb, Illinois February 12-13
Region X Harold Andrews Northern State College of S. Dakota	University of Iowa Iowa City, Iowa February 12-13
Region XI Lowrey Henley University of Missouri	Fort Hays Kansas State College Hays, Kansas February 5-6
Region XII Larry Markley University of Houston	Louisiana State University Baton Rouge, Louisiana February 18-20
Region XIII Thomas Beardsley Arizona State University	Arizona State University Tempe, Arizona February 11-13
Region XIV Gary Bartlett University of Oregon	University of Idaho Moscow, Idaho February 11-13
Region XV Patrick Wiley San Jose State College	San Diego State College San Diego, California February 18-20

1971 CHAMPIONSHIPS

Men's Bowling	American Bowling Congress Tournament Detroit, Michigan	March 28-30
Women's Bowling	W.I.B.C. Tournament Atlanta, Georgia	April 16-18
Billiards	North Dakota State University Fargo, North Dakota	April 22-24
Bridge	Charles Goren Intercollegiate Championships Northern Illinois University DeKalb, Illinois	April 22-24
Trap & Skeet	Linn Creek, Missouri (University of Missouri)	May 8-9

COMMITTEE OBJECTIVES

1. To initiate, promote and guide intercollegiate tournaments in various recreation areas to supplement campus programs for the purpose of stimulating interest and participation in these activities at the campus level.
2. To establish standards and procedures for participation in tournament programs.
3. To gather and disseminate information related to Union recreation programs and facilities.

1970-71 PROJECTS AND GOALS

1. Further development of training opportunities for union recreation personnel.
2. Analysis of survey results.
3. Evaluation of trap and skeet program and potential continuation of it.
4. Continued development of How To Do It materials.
5. Continued effort to expand championship events.
6. To observe carefully unfolding events with Billiard Congress of America.

COMMENTS

As so often happens, unforeseen problems take precedence over anticipated goals. This has been the case of the Recreation Committee this year as some goals have tended to take precedence over others. Therefore some of our goals have been met, others have been left to wait while new projects have also blossomed. This year turned out to be a major year for turnover of personnel on the Recreation Committee. Seven of the positions on the Committee changed this year and only two people remain from the prior year. In addition, ten of the fifteen Regional Coordinators were new. Therefore a great deal of time was spent in orienting the Committee. The overall thrust of the Committee has been very positive this year and a strong program has resulted.

In January the booklet "How to Conduct Table Tennis Tournaments" was revised and reprinted under the direction of Dick Gage, Table Tennis Tournament Director. This now makes three booklets on conducting tournaments in chess, table tennis and bowling available for distribution.

Unfortunately it must be reported that limited progress has been made in terms of developing a training seminar for union recreation personnel. This project was to have been partially financed by a manufacturer. Due to the softening of the economy and the change in personnel representing the manufacturer, miminal development has been acheived at this point. Therefore it will be necessary for the Committee to re-evaluate this project in terms of future direction.

Through the efforts of the leadership in Region III and the Recreation Committee the recreational program of that region was rejuvenated in the 1970-71 year and a Regional Tournament was held. The tournament was not held the prior year. We are very happy about this development and look forward to the future growth of Region III. At this time very little can be reported on the results of the Regional Tournaments and the National Tournament due to the fact that regional reports are not submitted until following the National Conference, and National Tournaments take place following the National Conference. However, from all indications, interest and participation in these various activities are at an increased level, as has been the experience in the past. Arrangements are substantially complete for the National Tournament and indications are that these will proceed smoothly.

Due to continued interest among participants in the table tennis program an effort was made this year to find some financial support for a National Table Tennis Tournament. Again due to the softening of the economy, to date these efforts have not been rewarded. However, continued efforts are being made to obtain avenues for support of this activity.

In June the Executive Committee of the ACU-I gave approval for the continuation of the Trap and Skeet Program. The Trap and Skeet Program for the 1970-71 school year remains substantially as the first year, with a series of postal matches and a national face-to-face tournament. Participants in the postal matches are then invited to participate in the national championship by participating in classes based on their ability at the tournament by the postal matches. This year, in addition to receiving financial support from Winchester-Western, grant money is also being received from the National Rifle Association. There is a great deal of interest in this activity and over the past three years we have noticed marked increase in participation. Our problem in this area seems to be centered upon finding a sound financial basis for continuation of this activity.

Due to financial problems within the Billiard Congress of America, we received a much reduced grant from the BCA for the 1970-71 school year. In order to avoid canceling the ACU-I National Billiard Program, the Committee took two steps. One was to initiate a $1.00 Campus Entry Fee in order to participate in our program. The second was a decision to continue to operate the program in the same manner for the coming year, realizing that we would operate the program at a deficit. It was then hoped that during the coming year additional financial support could be found to again put this program on a sound basis. If this cannot be done then the program will need to be cut back to a point where our income will cover.

In an effort to be of greater service to ACU-I membership, the Recreation Committee has planned a booth for the annual conference, hoping to distribute information on Committee activities and to make the services of the Committee more readily available.

In an attempt to stimulate interest in campus bridge clubs, Bobbie Applegate, National Bridge Director, has been working with the American Contract Bridge League. This spring the ACBL will be announcing a campus division for franchising campus bridge clubs at greatly reduced rates as compared to regular ACBL clubs.

1971-72 GOALS

1. Continued effort to expand national events with particular emphasis on the Table Tennis Program.
2. Further refinement and evaluation of the Trap and Skeet Program.
3. Development of a sound financial basis for the Billiards Program.
4. Further development of training opportunities for union recreation personnel.
5. Improved communications between the Recreation Committee and members of the ACU-I in regard to the promotion of the Committee's activities.

ACKNOWLEDGMENTS

The Recreation Committee would like to acknowledge and express sincere thanks to the following for their assistance and support in making the tournament program possible:

American Bowling Congress
American Contract Bridge League
Billiard Congress of America
American Machine & Foundry Company
Brunswick Corporation
Charles Goren
Winchester-Western Company
National Rifle Association
Women's International Bowling Congress

THANKS TO COMMITTEE AND COORDINATORS

As Chairman it soon became obvious to me that the only way for the monumental workload of the Committee to be accomplished was by every Committee member and Coordinator carrying his load. The Committee members and Coordinators are to be commended for their dedication, interest and effort through the past year. The Committee and Regional Coordinators have been a closely knit group which is necessary in order to obtain the cooperation necessary at all levels of our program.

A special thanks should go to Tom Powell, who will be retiring from the Committee this year as Chess Director. Tom stepped into this position without having the advantage of being a Regional Coordinator and has done a marvelous job for us.

We also wish to thank the following Regional Recreation Coordinators who will be retiring this year.

Region IV - Gay Martinson, West Virginia University
Region VII - Oliver "Bud" Steiner, Wisconsin State University, Stevens Point
Region IX - Jerry D. Burnam, Northern Illinois University
Region X - Harold Andrews, Northern State College of South Dakota

REPORT OF THE RESEARCH COMMITTEE

COMMITTEE MEMBERS

William E. Brattain, Chariman, Indiana University
Porter Butts, University of Wisconsin
Maun Rudisill Alston, University of California, Irvine
Anthony S. Codding, University of Pennsylvania
Marshall Evans, Jr., Cheyney State College
Ronald A. Hachet, Wisconsin State University, Stevens Point
M. M. Hughes, Purdue University
L. H. Horton, Jr., Western Illinois University
Neil Murray, University of Oregon
Karen Nixon, Iowa State University
Douglas E. Rix, Manchester College
Hal R. Smith, University of Nebraska
Gordon L. Starr, University of Minnesota
Jess Zink, Central Missouri State College
Chester A. Berry, Ex-officio, (Executive Secretary of ACU-I)
Hans E. Hopf, Ex-officio, New York University, University Heights

COMMITTEE OBJECTIVES

1. To assist individuals making studies by providing literature and materials which may have a bearing on their projects.

2. To stimulate and co-ordinate research activities in the union field and to issue material designed to encourage research and special surveys, and in a few instances, provide financial grants for individual projects.

3. To serve as a "clearing house" for union questionnaires and research projects, and to protect the membership from circulation of a large number of poor quality questionnaires.

4. To facilitate the collection of data by granting those whose projects qualify the right to use the phrase, "This questionnaire has been cleared by the Association of College Unions Research Committee for distribution, your cooperation in providing this data will be appreciated."

5. To assist in the publication of the results of completed studies.

1970-71 PROJECTS

1. The Committee held its second mid-year face-to-face meeting at the Memorial Union at Iowa State University in Ames, Iowa from July 9th through July 11, 1970. The meeting proved extremely helpful, and another one has been tentatively scheduled for the summer of 1971. Members traveled to the meeting at their own expense, or the expense of their representative union. Since faculty and staff travel money is becoming a problem, a summer meeting may be difficult, it will also need to have the blessing of the new chairman, but those attending last year did feel that such an event saved an immense amount of time, and was very worthwhile.

2. Chairman Brattain proposed a reorganization of the Committee into several task forces relating to certain committee functions. The following assignments were agreed upon by those present.

1) Research Supplement - Chairman - Neil Murray. This task force would have primary responsibility on continuing a research supplement session of the ACU-I Bulletin. It would further have responsibility to expand upon this supplement.
Members are Brattain, Evans and Horton.

2) Survey Instrument - Chairman - Burnie Horton. This task would have the primary responsibility of going over survey instruments with other members. Members are Brattain, Butts, Berry and Ketter.

3) Bibliography - Chairman - Mel Hughes. Mel would have the primary responsibility of keeping the Annotated Bibliography up to date on a yearly basis. Members are Zink, Smith and Nixon.

4) National Program Session - Ron Hachet and Karen Nixon. This group would have primary responsibility in seeking to achieve better understanding about the Research Committee and its functions through endeavoring to plug into the program sessions at the National Conference.

5) Financing - Chairman - Gordon Starr. Gordie will have primary responsibility into seeking out any additional financial aid that could be made available to the Committee for potential research projects.

6) Relations with Academic Programs - Chairman - Jess Zink. This task force will have primary responsibility in endeavoring to build a more permanent relationship between the Research Committee and certain academic programs which relate to professional training in college union administration. Members are Berry and Hughes.

7) Stimulation of research within ACU-I (Seek and Search) - Chairman - Hal Smith. Hal would head a task force of Committee members to publicize the role of the Research Committee and to stimulate research through articles in the Bulletin, Wire, and other publications. Members are Codding, Hatchet and Starr.

Several of the task forces have not been that active. However, it does appear to the chairman, that the one relating to survey instruments is working very well. It is much easier to get answers from four or five individuals than it is from the entire committee. Therefore, prospective researchers are getting quicker answers to their proposed survey instruments.

3. Program Sessions -- The Research Committee was responsible for a program session at the Houston Conference entitled "We Need to Know". All of the participants present (over thirty) indicated that a like session should be conducted at the Greenbrier. Although the Committee was not given a specific session, it is hoped that many of these same type of ideas can be presented in the rap session which will be conducted by the Committee.

The Committee realizes that ACU-I is weak as an organization in the area of research, and the Association should make every effort to expose its membership to this area.

4. The up-dating of Ernie Christensen's Bibliography is virtually complete, with a few minor exceptions the material can be ready for print during the late spring.

5. The chairman continued to receive requests for the publication, "We Need to Know". This seems to be well received by not only union staff members, but graduate advisors.

STUDIES

1. Studies Reviewed
   1) *My Fifty Year Love-In at UCLA* by William C. Ackerman, reviewed by Karen K. Nixon.
   2) *An Analysis of the Leisure Interest and Needs of Indiana University Married Students* by Clemens Brigl, reviewed by William E. Brattain.
   3) *A Study to Determine Services and Facilities for a College Community Center* by L. H. Horton, Jr., reviewed by Neil Murray.
   4) *The Relationship of Selected Social Economic and Educational Variables Through Participation in the Co-Curricular Activities Program* by J. William Johnston, reviewed by Neil Murray.
   5) *An Uncommon Fellowship -- The Story of Hart House* by Ian Montagnes, reviewed by Maun Rudisill Alston.
   6) *An Investigation of the Relationship Between Membership and Student Sub-Cultures and Participation in College Union Activities Programs* by Stayton A. Wood, reviewed by William E. Brattain.

2. Studies Completed
   1) *An Analysis of the Leisure Interests and Needs of Indiana University Married Students* by Clemens Brigl.
   2) *A Study to Determine Services and Facilities for a College Community Center* by L. H. Horton, Jr.
   3) *The Relationship of Selected Social Economic and Educational Variables to Participation in a Co-Curricular Activities Program* by J. William Johnston.
   4) *Financing Adult Education and Residential Centers* by Arthur E. Pelton.
   5) *The Professional Union Staffing of Region Ten of the Association of College Unions-International* by Sidney J. McQueen.

3. Studies in Progress
   1) *An Analysis of Media Used in Programming* by H. D. Jones.
   2) *A Study of Physical Emphasis and Program Staff Time Relating to Program Board Events in College Unions* by John F. Ketter.
   3) *A Job Analysis of the Duties Performed by Small College Union Directors with Implications for Professional Preparation* by Terrell O. Martin, Jr.
   4) *A Survey of Facilities of College Unions for Presentation of Fine Arts Programs and their Present Usage* by Reynold V. Peterson.
   5) *A Study of Critical Roles of Full-time Program Advisors Employed by Student Unions in the United States* by Marvin Swenson.
   6) *The Effect of Student Activism on Student Union Programming* by Dorothy Pijan.

FUTURE GOALS AND OBJECTIVES

1. Another face-to-face meeting of the Research Committee will be conducted in a mid-west location during the summer of 1971.
2. The Committee will need to deal with methods of publishing the up-dated bibliography.
3. The Committee, under the direction of Task Force Chairman, Neil Murray, will continue to direct its energies towards providing additional review supplement sessions in the Bulletin.
4. Attention will be given to the publication "We Need To Know". The publication probably should be up-dated, and again mailed to the membership.
5. A grant will be made to Terrell O. Martin for his study involving the job description of small college union directors.

SPECIAL REPORTS

Director of Development

MAX H. ANDREWS
Union Director
Queens College, CUNY

Three major changes in structure were made in the Development area this year. President Jordan appointed Porter Butts, University of Wisconsin, to serve as Associate Director of Development, and Edwin O. Siggelkow, University of Minnesota, and George F. Stevens, Oregon State University, to serve as the first Development Committee. Later in the year, George F. Stevens was appointed to head a Fund Raising Priorities Committee, which will determine projects needed by ACU-I and their priorities. This committee will insure concentration of fund raising in the proper areas.

The Fund Raising Priorities Committee was developed in direct response to the Associate Director's and the Director's expressed views that the ACU-I: a) develop a systematic approach to fund raising; b) develop or search for new projects; c) develop new sources of funds.

The Associate Director developed an approach to business and industry. The initial test inquiries were favorable to the proposal, but all advice indicated postponing an assault, due to the recession, until indicators were further researched at the 1971 ACU-I Conference.

The Associate Director and Mr. Siggelkow took on the responsibilities for preparing proposals in the area of in-dept programming of emerging issues. A final proposal, prepared by Mr. Siggelkow, has been submitted to the National Center for Educational Research and Development, under the Environmental Education Act (PL 91-516), for funding of a pilot study for a Model Program in Environmental Education that ACU-I member unions could adopt, or adapt from.

Mr. Gene Haffner, Southern Illinois University, volunteered to attempt a "resell" of the Mishawak Assembly Proposal, but no word has been received at the time of this report.

The Director served as Assistant Director to Eugene D. Stevenson, Fisk University, Director of the ACU-I Summer 1970 Workshop, on the "Organization and Administration of College Unions and Student Activities for Selected Predominantly Black Colleges and Universitites," which was funded by a $37,500.00 grant from the Ford Foundation. The highly successful workshop was held at the Illini Union, University of Illinois. A full report of the workshop is in the October 1970 issue of the Bulletin.

A grant for $2,500.00 was obtained from Educational Displays, Inc., to fund the development of a traveling, photographic exhibition entitled, "Black Images." A grant was made to the Department of Art, Dr. David Driskell, Chairman, Fisk University, to produce the show. Through the efforts of Mr. Ron Loomis, Chairman of the ACU-I Task Force on Human Resources and Director of Unions, Cornell University, the exhibition was premiered on November 9, 1970, at Willard Straight Hall, Cornell University, and is now on tour. The exhibition is scheduled through the ACU-I Central Office.

Study Committee on the Performing Arts

COMMITTEE MEMBERS

Ronald C. Barrett, Chairman, San Jose State College
Stephen Beltzer, Fairleigh Dickinson University
Donald L. McCullough, University of Connecticut
Tricia Owen, University of South Carolina
Judith Sims, University of Texas
C. Shaw Smith, Davidson College
Mark Stephens, University of South Dakota
Robert Stumpff, University of Maryland
James H. Wockenfuss, University of Iowa

COMMITTEE OBJECTIVES

This Study Committee was appointed during the Summer of 1970 to:

1. Study the needs of the membership as they concern relations with artists' representatives, contracts, techniques in putting on public events, the booking of films, and related problems;
2. Redefine the role of ACU-I in relation to other organizations in the performing arts field; and to
3. Recommend the kind of a Standing Committee that should be appointed.

COMMITTEE RECOMMENDATIONS

Committee members agreed upon the following recommendations which were submitted to the Executive Committee:

1. The need for a performing arts committee in ACU-I is very apparent.
2. Such a committee should provide comprehensive services for the membership, with the providing of printed guidelines and aids most important.
3. The program areas considered most appropriate for this committee to work with are concerts, lectures, films, theatre and dance.
4. There exists a continuing need for work shops in the performing arts. These should be offered prior to the National Conference, when possible, and the committee should prepare guidelines for regional work shops.
5. A survey of the membership would seem to be of value.
6. A permanent standing committee should be appointed immediately to emphasize to the Association the recognition of the Executive Committee of the importance of this area of programming. Committee members selected should have a concern for quality programming and should be involved in the booking of attractions on their campus.
7. Constant communication between the other organizations in the performing arts field should be maintained. ACU-I members should be notified of services offered by these allied organizations.
8. Specific tasks that the committee can deal with initially include the editing and diseminating of the Houston pre-Conference Workshop materials, as well as the up-dating and revising of "GUIDELINES TO RELATIONS WITH ARTISTS' REPRESENTATIVES."

Nominating Procedure Study Committee

COMMITTEE MEMBERS

Anthony S. Codding, Chairman, University of Pennsylvania
Clarence C. Leverenz, University of Illinois Medical Center
Roger P. Miller, Texas A & M University
William H. Spellman, III, SUNY Ag. & Tech. College at Alfred
George F. Stevens, Oregon State University
Elizabeth L. Wright, Tuskeegee Institute

BACKGROUND

The Nominating Procedure Study Committee (Study Committee) was appointed by President Jordan in August, 1970 as the result of a resolution made and accepted at the ACU-I annual conference in Houston, Texas, March 22-25, 1970. It was resolved that a committee be given the responsibility to investigate the feasibility and method of providing "a slate of candidates which includes at least two persons for each office" and further "that biographical information on each candidate with election statements from each be provided to each member at the time pre-registration material is mailed." This resolution formed the Study Committee's charge.

PROCEDURE

In proceeding with its examination, the Study Committee first made a thorough review of the Report submitted in 1968 by the Ad Hoc Committee for the Study of Officer Selection Procedures (Ad Hoc Committee). Background information was also obtained from a former member of the Ad Hoc Committee. A working paper (October 12, 1970), based on an analysis of the Ad Hoc Committee's Report and on the background information, was distributed to members of the Study Committee for comment as to steps that should be taken in the study.

It was agreed that the Study Committee's first important step was to obtain as much sentiment as possible, given the time available, from the Association's membership. In order to accomplish this objective, the following methods were used:

1. A letter was sent to each Regional Representative asking for grass-roots input from the regions on whether the Association's nominating procedures should be altered and, if so, in what ways. Information was also requested on how Regional Representatives could play an effective role in the nominating process.
2. A letter requesting suggestions was sent to nine members of the Association known to have expressed a particular interest in the nominating procedure.
3. An Opinion Indicator was distributed with the February Wire to institutional and professional members of the Association.
4. Copies of the Opinion Indicator draft were forwarded to the site of Mishawak III in December where some time was spent by participants in discussing the draft and the question of nominating procedures.
5. Information on nominating procedures was requested from other professional organizations similar to ACU-I and received from the National Association of College Stores, Inc., The Association of College and University Housing Officers, and the American Personnel and Guidance Association.
6. An announcement concerning the Study Committee and its work was placed in the ACU-I Bulletin for March, 1971.

As information was received from various sources, it was circulated among members of the Study Committee for comment. The Committee concluded its work with extensive face-to-face meetings at The Greenbrier prior to and during the conference.

From these deliberations, the Study Committee concluded that it was not feasible to make judgements on an election or balloting procedure without examining the total ACU-I officer selection process. In this regard the Study Committee felt there were three basic components in the officer selection process: (1) the formation of the Nominations Committee; (2) the development of officer nominations; and (3) the election. The first two components were viewed as basic "building blocks"; i.e., to have a viable balloting procedure it is necessary to first have sound procedures for forming a Nominations Committee and sound procedures for developing the slate of nominees. Unfortunately, the Study Committee also found a strong indication that the procedures are misunderstood.

We did not see this as an indication that the nominating process itself is in question. Rather, it points to problems of unclear wording in certain parts of the procedures and a lack of communication within the Association. The Study Committee felt that two steps should be taken to overcome these problems: 1) The present procedures must be rewritten in more precise language for transmittal to the membership annually, and 2) the members must be willing to take the time to understand the process and to participate in it.

Because the nominating procedures are so fundamental, the Study Committee has attempted to clarify the language and to pull the procedures together into one document. We therefore submit the following statements before moving on to recommendations on balloting procedures. We recognize that the procedures are lengthy. We submit that they are necessary because provisions have been included which insure that each member has the opportunity for personal input.

A. Composition of the Nominations Committee
(Article VIII, Association By Laws)

"The Nominations Committee shall consist of seven members, two of whom shall be past presidents of the Association, appointed by the president with the approval of the Executive Committee. One past president shall serve as chairman of the committee; the other past president shall serve as chairman-elect. The other five persons, who shall represent a geographical balance of the Association, shall be appointed by the regional representatives from the recommendations submitted by the Association's membership. The Nominations Committee shall prepare a list of nominees for the offices of president, president-elect, vice-president for conference program, vice-president-elect for conference program, vice-president for committee affairs, vice-president for regional affairs. Appropriate biographical material of the nominees shall be presented with the report of the committee."

B. Duties of the Nominations Committee Chairman and Chairman-Elect

1. The Chairman shall be responsible for implementing the prescribed procedures for obtaining the officer nominations which are to be presented at the next international conference. He shall also preside over the Nominations Committee.

2. The Chairman-Elect shall serve as a member of the Nominations Committee. Concurrently, he shall be responsible for insuring that the prescribed procedures are followed in the selection of the Area Members who will serve on the next year's Nominations Committee (the year the Chairman-Elect becomes Chairman).

C. Selection of the Five Area Members of the Nominations Committee

The following procedures are designed to insure that each institutional and individual member has a voice in the selection of the Nominations Committee. It will be noted that each member will annually receive a direct mailing asking that he suggest persons to serve on the Nominations Committee. It should be further noted that the final appointment of the Nominations Committee is made by the Regional Representatives (who are themselves selected as an outgrowth of suggestions from the membership).

1. The Association's 15 regions shall be divided in juxtaposition into five areas of three regions each: Regions I, II, III = Area I: Regions IV, V, VI = Area II: etc. Each area shall have a representative on the Nominations Committee.

2. By January, the Chairman-Elect (in cooperation with the Executive Secretary) shall mail all institutional and individual members a form for suggesting persons to serve on the next Nominations Committee. To gain Association-wide perspective, each member shall be encouraged to suggest persons from his region, area, and from the membership at large. Forms shall be returned to the Central Office of the Association. To insure that the membership understands their response is fundamental to preserving "grass roots" representation on the Nominations Committee, the Chairman-Elect shall annually include a full explanation of the nominating and election procedure in his mailing.

3. By March 1, the Executive Secretary shall tabulate the suggestions and send each Regional Representative a tally of the persons from his region who were suggested. The Secretary shall also transmit appropriate biographical material, to assist the Regional Representative's evaluation of an individual's ability to serve on the Nominations Committee. The Regional Representative shall confirm the willingness and availability of persons to serve on the Nominations Committee prior to the time the Regional Representative attends the International Conference.

4. At the Regional Representatives' meeting immediately prior to the International Conference, the Regional Representatives shall meet according to their designated geographical areas. The three regional representatives from each area shall pick, in rank order, the three persons from their area judged to be most qualified to serve on the Nominations Committee.

5. The three Regional Representatives from each area shall select from their number a Regional Representative to serve on a Final Selection Committee. As part of its deliberations, the Final Selection Committee shall meet with the Association President, President-Elect, and Nominations Committee Chairman to insure that they do not select persons whose assignment to the Nominations Committee would be in conflict with service in other Association positions. (In this review process, the role of the President, President-Elect, and Nominations Committee Chairman shall be consultative -- the actual appointments shall be made by the Final Selection Committee.) In order to insure balance within the Nominations Committee, the Final Selection Committee shall also consider each individual's background, professional interest, and capacity to serve.

6. Prior to the annual business meeting, the Final Selection Committee shall notify both the Association President and the individuals, who have been appointed

to the Nominations Committee. The President shall announce these appointments at the annual business meeting, along with the announcement of the Chairman and Chairman-Elect.

D. The Procedure for Developing Officer Nominations

The following procedures are designed to insure that each institutional and individual member has a voice in the development of officer nominations. It will be noted that each member will annually receive a direct mailing requesting that he suggest persons to be nominated as officers of the Association. This request should not be confused with the request he will receive annually regarding persons to serve on the Nominations Committee. It should be further noted that the final nominations for officer positions are made by the Nominations Committee, which is selected as an outgrowth of suggestions from the membership.

1. To encourage maximum input from the Association membership, the new Nominations Committee members shall be announced at the annual business meeting of the International Conference.
2. The new Committee shall meet with the out-going Nominations Committee Chairman for purposes of continuity.
3. The Chairman of the Nominations Committee, in cooperation with the Executive Secretary and the Editor of Publications, shall insure that special announcements of the Nominations Committee's membership and role shall be published in The Bulletin and other Association publications.
4. By September, the Chairman of the Nominations Committee shall send a letter to each Regional Representative asking that he talk with students and staff during the Regional Conference, encouraging them to submit suggestions for persons to be nominated as officers.
5. Insofar as possible, the Area Members of the Nominations Committee should attend each of the three Regional Conferences of the regions they represent in order to solicit suggestions from the membership. If they cannot attend, they should make arrangements with the Regional Representative for satisfactory involvement of the members in the nominations procedure.
6. By January, the Chairman of the Nominations Committee, in cooperation with the Executive Secretary, shall send a mailing to all institutional and individual members. The mailing shall explain the ACU-I nominations and election procedures and shall include a form to be used for their recommendation of nominees for Association offices. These forms shall be returned to the Central Office for referral to the Nominations Committee.
7. As the Nominations Committee receives suggestions, it shall send a letter to each of the individuals suggested as a possible nominee. It shall be made clear that the individual is not being nominated but has been suggested for consideration by at least one member. The individual is asked to complete and return a form which requests biographical information (education, experience, special interests, etc.) and record of service to the ACU-I, both on the international and regional levels.
8. The Nominations Committee shall meet at least one full day prior to the opening of the annual International Conference.
9. The Nominations Committee shall be introduced at the Opening Session of the International Conference and an announcement shall be made regarding times and places at which members may make recommendations in person to the Nominations Committee.
10. As part of its review process, the Nominations Committee shall meet with the Assembly Delegate (student elected at the Mishawak Assembly) or his designate prior to drawing up a final list of nominees.
11. The Nominations Committee shall deliberate and decide on nominations for each vacant office.
12. The Nominations Committee shall present its list of nominees and appropriate biographical material on each nominee to the Association at the International Conference. To complete the nominations procedure, there shall be a call for nominations from the floor.

The Study Committee recommends the above and points out that this process may be used leading up to whatever form of election procedure the Association chooses to adopt.

The Study Committee next moved to the question of whether it would be feasible to have a choice of candidates in the annual election. It was found that it would be feasible and that there is evidence of a considerable number of members who are interested in having a choice. (Note: this is not intended to imply that the Study Committee endorses a choice. The Study Committee wishes to remain impartial on this question.) It was also found that there was a strong mandate from the membership that "politicking" be avoided.

On the question of whether a ballot of multiple candidates could be provided at the time pre-registration material was mailed, the Study Committee found that this would not be feasible. The Committee recognized that it is essential for the Nominations Committee to meet during the conference in order to develop their list of nominees.

A variety of election methods offering a choice of candidates were suggested and reviewed. The Study Committee did not feel it would be realistic to expect that a specific plan could be developed on the floor of the busines meeting. Instead, the Study Committee felt an obligation to develop the choice of candidate plan which seemed most appropriate for this Association in response to the Committee's charge. After comprehensive evaluation, the Study Committee formulated an election procedure which calls for the Nominations Committee to nominate two candidates for each vacant position, with balloting to be done by mail after the conference. This plan is presented in detail below to give the members the opportunity to decide on more than just the concept of a choice -- it presents a specific plan which would implement the concept.

At this point in their deliberations, the Study Committee had defined two basic election procedures: 1) the present system under which the Nominations Committee presents one nominee for each position and 2) a new system under which the Nominations Committee would present two nominees for each vacant position. Both systems provide the opportunity for nominations from the floor. The Study Committee, composed of six ACU-I members, did not feel it should favor either election procedure. It recommends that the membership determine which election procedure is preferred.

The Study Committee therefore offers the following two proposals. To assist each member in his evaluation, and in the interest of communication, advantages and disadvantages are stated with each proposal. These were derived from comments of Association members.

PROPOSAL NO. 1 -- Retention of the Present Election Procedure as Approved by the Membership in 1968.

Under this procedure the Nominations Committee presents a slate consisting of one candidate for each position with the opportunity for nominations to be made from the floor. This slate is presented and voted on at the annual business meeting.

Advantages

1. The constant growth of the Association makes it difficult for the general membership to know the qualifications of all candidates.
2. This process lessens the opportunity for "politicking" which is deemed to be in conflict with the basic purposes of the conference.
3. This process is consistent with the philosophy that "the office seeks the person" rather than the person seeking the office.
4. This process permits the Nominations Committee to select the most qualified candidate for each position.
5. The newly elected officers can assume their duties immediately following the conference.
6. This process is relatively easy to administer.

Disadvantages

1. A slate of one candidate for each position does not provide the membership with a choice.
2. Only those present at the International conference can vote on future association officers.
3. There is the potential for the election to be influenced by the geographical location of the conference.
4. Voting members do not have an opportunity to study information about a candidate before voting.
5. The membership has historically endorsed the slate of officers submitted by the Nominations Committee and there may be a tendency for members to be reluctant in making nominations from the floor.

PROPOSAL NO. 2 -- Election by Mail After the Annual Conference from a Slate of Two Candidates for Each Vacant Position.

1. The present nominations procedure is retained.
2. The Nominations Committee shall nominate two candidates for each vacant position. There will also be opportunity for nominations from the floor.
3. Except as noted in Item 4 below the President-Elect will move through the chairs to the position of President and immediate Past President without being voted on again. The same procedure will apply to the progression of the Vice President-Elect for Conference Program to the position of Vice President for Conference Program.
4. If the general membership, the Standing Committee Chairmen, the regional representatives, or the Executive Committee submit questions concerning an officer's ability to continue in office, the Nominations Committee shall fact find and reflect its finding by

  - a) Determining that the incumbent is able to continue in the position to which he was elected and no need for change is indicated.
  - b) Ascertaining that the incumbent should not continue in office and that two candidates should appear on the ballot for the position in question.

5. The Nominations Committee's officer nominations, together with biographical information, shall be announced at the concluding general assembly of the International Conference. There shall also be the opportunity for nominations to be received from the floor.
6. The final ballot, together with biographical information on each candidate, shall be mailed to all institutional members by the Executive Secretary as soon as practicable after the International Conference. The Executive Secretary shall establish a deadline date for return of the ballots which shall be approximately two weeks from the date the ballot is received.
7. The Executive Secretary shall announce the results of the election to the membership as soon as practicable (it is estimated the preparation of the ballots, the mailing, return by members, and tally should require up to 60 days).
8. The successful candidates for the positions of President-Elect and Vice President-Elect for Conference Program shall take office immediately. The successful candidates for the positions of Vice President for Regional Affairs and Vice President for Committee Affairs shall take office at the next annual conference. In this manner the latter two will be Vice President designates for approximately ten months prior to assuming their responsibilities. They will not be members of the ACU-I Executive Committee until actually assuming office but will use the time between the announcement of the election results and their installation to prepare for their responsibilities.

Advantages

1. This process provides for the greatest potential involvement of the membership. If the balloting is done only at the business meeting (as under Proposal No. 1), dues paying institutions not able to attend the conference are disenfranchised.
2. Voting by mail after the conference tends to lessen geographical imbalance in the voting as a result of the conference location.
3. If all institutional members are able to vote on changes to the constitution and by-laws by mail, they should have the same opportunity when it comes to electing officers of the Association.
4. It is likely that as the Association grows a large number of schools will be in the small enrollment category where there may be a problem in being able to attend the International Conference because of limited staff, finances, etc.
5. The mail ballot provides the union director with the opportunity to consult with students and staff before casting the institutional vote.

Disadvantages

1. It will be about 60 days before election results are known.
2. This proposal will require more administrative work than Proposal No. 1.
3. Returns from the membership in previous mailings sent out by the Central Office have been approximately 25% to 30%.
4. Some potential nominees may not wish to compete with colleagues on the ballot. This may lead to the loss of valuable leadership.
5. It may be more difficult to achieve a geographical and philosophical representation among the officers on the Executive Committee.

Conclusion

In conclusion, it should be understood that this Report deals with the election procedures to be used at the 1972 International Conference. By accepting the Nominating Procedure Study Committee Report at this business meeting, the membership would first vote to determine its preference between the concept of the Nominations Commit-presenting 1) a single nominee for each position or 2) a choice of two nominees for each position on the ballot. In the event a single nominee for each position is preferred, the present election procedure would be retained.

In the event a choice of two nominees for each position is preferred, the membership would vote on its acceptance of the election procedure outlined in Proposal 2.

It should be understood that there are a variety of Constitution or By-Law changes which would need to be made to properly implement an election procedure which entails a choice of two candidates for each position. The Study Committee felt inclusion of these changes with this report would only generate confusion. Appropriate changes to the Constitution or By-Laws would therefore be submitted separately, if the election procedure involving two candidates for each position is adopted.

Fund Raising Priorities Committee

COMMITTEE MEMBERS

George F. Stevens, Chairman, Oregon State University
Boris C. Bell, George Washington University
Chester A. Berry, Executive Secretary of the ACU-I

The Fund Raising Priorities Committee met during the 1971 Annual Conference. Prior to this meeting, the chairman met with the Regional Representatives and Committee chairmen to receive suggestions and determine procedures which might best be employed to provide direction for the Development Committee in its question for funds.

A summary of the results of these meetings follows:

It was agreed that there are at least two basic approaches the Development Committee should pursue.

The first is that of determining, through continuing contact with ACU-I Committees and the Executive Committee, which programs are in need of financial support.

The second approach is that of being alert to Federal Government and Foundation Funding opportunities and communicating this information to the appropriate committee to determine if existing or emerging programs fit the criteria for such funding.

It was agreed that it is desirable to establish long range priorities based upon Association program needs, while still retaining enough flexibiltiy to pursue funding opportunities which may be pre-determined by the funding agencies.

Fundamental to this process is the need for better communication with the committees. The chairman urged the Regional Representatives and Committee Chairmen to make their needs known and assured them that the Development Committee would keep them apprised of programs underway and possible new areas of funding.

A number of individual suggestions were made during the meetings. There was a great deal of concern expressed for the funding of the Mishawak Assembly, particularly among the Regional Representatives. Most felt that some new means should be devised to finance this program. At the same time, most recognized that such funding would have to be on a continuing basis if the program is to become an annual occurrence.

Other suggested projects, mostly expressed by individuals and not discussed in group meetings were:

1. Annual workshops for College Union student presidents
2. Funding larger budgets for the Research and Professional Development Committees.
3. Devising better means for communicating among members of the Regions
4. Expanding the Mishawak Assembly concept to include more participants
5. Annual Summer seminars for professional staff in the following areas:
    A. Planning & Building
    B. Financial Management
    C. Minority Workshops
    D. Emerging Issues
6. Providing a team task force comprised of "experts" to visit individual schools and regional conferences on problem solving missions.

Product Exhibits Committee

COMMITTEE MEMBERS

Jack H. Overman, Coordinator, Kansas State College
Raymond A. Dault, Assistant Coordinator, Indiana University
Robert F. Kershaw, Assistant Coordinator, Ball State University

OBJECTIVES

1. The work by the Product Exhibits Coordinator shall be to develop an Exhibit Section at the Annual Conference of the Association of College Unions-International.

2. Product exhibits at Annual Conferences contribute to the program by bringing products and supplies to the attention of conferees. The exhibits also contribute financially to the program.

3. We have tried to expand the exhibits to include areas that are beneficial to all phases of union operations. In many areas we would like to have represented companies who have found it impossible budgetwise to attend our show, but we are hoping we can reach more in the future.

4. A registration fee is charged each exhibitor. These fees are deposited by the Executive Secretary into the funds of this Association.

5. The Product Exhibit Committee is composed of three persons experienced in exhibits management.

a. The Committee is headed by a Coordinator who serves a two-year term after which he is rotated to the position of Second Assistant for two years followed by two years as Assistant. New members begin as Second Assistants in order to acquire experience before becoming a Coordinator.

b. The Committee, through the Coordinator, reports to the President. The coordinator works closely with the Vice President for Conference Program, the Host Director and the Executive Secretary to insure full articulation with the program and conference site. Conflicts which cannot be resolved are reported to the President for resolution by the Executive Committee.

c. The Coordinator is responsible for making arrangements with conference selection site hotels, selecting decorating companies, selecting storage and drayage companies, writing the information for the exhibitors' information sheets, having floor diagrams printed, printing of contracts, mailing of contracts and letters, receiving all monies, writing follow-up letters, having printed exhbitors' list, etc. The Coordinator is responsible to see that all files and records are moved to the succeeding Coordinator immediately following his last conference as Coordinator.

d. The Assistant Coordinator who is next in line has the primary responsibility of assembling the Product Exhibitor's Handbook. Other duties are to assist at the conference with exhibitors and aid throughout the year the Coordinator in any matters needed, such as helping recruit exhibitors. If the Coordinator is unable to perform his duty, he is to immediately assume the Coordinator's job.

e. The Second Assistant Coordinator is responsible for assembling at the conference, exhibitor's name tags, meal tickets, conferency information, and be general Floor Manager, He is to assist throughout the year in recruiting of new exhibits. If the Assistant Coordinator is unable to perform his duty, it is his job to fill this position.

REPORT OF THE COORDINATOR

Seventy-two exhibitors signed applications for 82 booths to exhibit at the 48th Annual Conference of the Association of College Unions-International. The Program Committee worked with the Exhibits Committee this year suggesting 106 new companies to which invitations were extended. Seven new companies are exhibiting as a result of these suggestions. The Conference will be held at The Greenbrier, White Sulphur Springs, West Virginia from March 21 through March 24, 1971.

Fifty of the exhibitors were present at last year's Conference. They are as follows:

Booth Numbers	Exhibitors
82	American Locker Company
47	American Program Bureau
25	American Restaurant China Council, Inc.
5 & 6	American Shuffleboard Co., Inc.
46	AMF Inc., Bowling Products Group
33	ARA Services, Inc.
17	Associated Booking Corp.
86	Audio/Brandon Films
77	Author Lecture Service of Doubleday & Co., Inc.
24	Avco Embassy Pictures Corp.
35	Billboard Publications, Inc.
71	Brunswick Corp.
76	Carter-Hoffman Corp.
34	Cessna Aircraft Co.
80	Chandler Cudlipp Associates, Inc.
78	Chartwell Artists, Ltd.
10	Clem Williams Films, Inc.
81	Institutional Foodservice Div.-Coca Cola, USA
44 & 45	Commercial Carpet Corp.
8	Creative Management Associates, Inc.
38	Durkee Food Service Group (Glidden-Durkee)
39	Films, Inc.
22 & 23	Fixtures Mfg. Corp.
68	The Fixable co.
40	Good Karma Productions
7	Hillyard Chemical Company
66	Hurlock Cine-World, Inc.
9	Identification Development Corp.

59	International Famous Agency
11	W. Colston Leigh, Inc.
20 & 21	Mitchell Mfg. Co.
50	The Morgan Sign Machine Co.
70	William Morris Agency, Inc.
74 & 75	Olivetti Corp. of America
69	Pronto Food Corp.
55	Roa's Films
60	Shenango China-Interpace Corp.
87 & 88	Showcard Machine Co.
13 & 14	Sico, Inc.
83 & 84	The Signpress Co.
18 & 19	Swank Motion Pictures, Inc.
67	Sweden Freezer Mfg. Co.
79	Theatrical Corp. of America
73	Twyman Films, Inc.
62	United Films, Inc.
29	Up With People, Inc.
64	Vogel-Peterson Co.
28	Warner Bros., Inc.
52	Winchester-Western
36	World Wide Games, Inc.

Twenty-two companies are new or previous exhibitors. They are as follows:

49	Ambassador Enterprises
31	American College Lecture Bureau
61	American Jet Spray Ind., Inc.
53	Artistic Picture Publishing Co., Inc.
48	Cage Productions Co.
65	Campus Directions
85	Ero Industries, Inc. (Std. Leasing Div.)
26	Hairy Lip Productions, Inc.
54	Hampshire Designers, Inc.
30	Hurok Concerts, Inc.
27	International Platform Assoc.
41	Lordly & Dame, Inc.
43	Mobilmanagement, Inc.
37	National Talent Service, Inc.
72	Penny Lane Sweet Shoppe
12	Qualitad Sales Corp.
63	Quick Tick International
56	Royce Carlton, Inc.
4	Salterini Mfg. Co.
57 & 58	John Savoy & Son, Inc.
51	Struc-Tube Div. Affiliated Machine & Tool
2	Superior Tea & Coffee Co.

A total of eighty-two booths were sold @250.00, producing a total gross sale of $20,500.00 for the Association of College Unions-International. Expenses will be shown at the end of the conference. Tentative Expenses are as follows:

Booth and decorators space fee	82 @ 47.50	$3,895.00
Security Services	32 hrs. @ 9.00	288.00
Prizes & free refreshments	10	325.00
Exhibitors Handbook	600	1,200.00
Individual expenses (multilith, phone, travel, printing, supplies, secretarial-including yearly committee expense)		700.00
		6,408.00
Total sales		$20,500.00
Tentative expenses		6,408.00
Estimated profit for Association of College Unions-International		$14,092.00

Interaction Team

COMMITTEE MEMBERS

Edwin Siggelkow, Chairman, University of Minnesota
Leon Denson, University of Arizona
Eudaldo Reyes, SUNY University at Stony Brook
John Wong, Rutgers University

PREFACE

We hope each reader of this report will have the same timidity that members of the Interaction Team felt in terms of potential trespass into areas protected by the First Amendment and, more, that he will also share a resolve not to fall prey to denying the worth and dignity of persons of the Mormon faith.

We were mindful of the distinctions drawn by Edward J. Shoben, in his keynote address at our 1970 conference, between "essentialist" and existentialist" philosophies as they operate within an ethic of concern. We were all anxious to avoid the tendency of some, who have an existentialist bent, to exhibit a "willingness to play fast and loose with the ethic of civil liberties, to restrict the free thought and speech of others, to intimidate those with whom he disagrees, and to flaunt the restraints of valid laws when their moral conscience allegedly gives them leave to do so."

EXECUTIVE COMMITTEE CHARGE TO THE TEAM

In response to the resolution which the Task Force on Human Resources presented to the Executive Committee of the ACU-I at the 1970 annual Conference in Houston requesting that:

> "...the Executive Committee officially deplore and censure the Mormon religious hierarchy for its continued adherence to its racist beliefs and ... to urge the union board of these three member institutions to examine seriously the grave contradiction and incompatibility of the Mormon religion's racist dogma and the ACU-I's commitment to eradicate racism in all its forms." (The full text of the Task Force's memorandum and resolution, as well as the Executive Committee's response, is carried in the October, 1970 Bulletin.)

This Interaction Team was then appointed to seek opportunities to engage in on-site deliberations with the leadership of the Mormon Church and with the union boards of those institutions named in the Task Force' resolution (Brigham Young University, Church College and Ricks College).

Consonant with the Association's "exclusive educational purposes" (Article II of the ACU-I Constitution), and in keeping with the Executive Committee's charge to the Interaction Team, our intention was to:

> "...pursue rational, logical, and persuasive methods designed to create a climate of learning wherein our Association, the Mormon Church, and the three schools named can benefit through interaction rather than disassociation." (From October, 1970 Bulletin)

METHODOLOGY AND APPROACH

Upon Executive Committee appointment of the Interaction Team in December, 1970, an exchange of correspondence supplemented by telephone conversations between Team members resulted in efforts to engage independently in library and historical research augmented by personal visits with both Mormons and non-Mormons who might provide knowledgeable and authoritative information regarding the Mormon faith.

During December, 1970, and January, 1971, the Team engaged in the following activities:

> Chairman Siggelkow met with Dr. Eugene England, Academic Dean at St. Olaf College and Editor of Dialogue, a liberal Mormon publication. Joining them were Dr. Clyde Parker, a Mormon faculty member in the Educational Psychology Division at the University of Minnesota, and Gene Briggs, a black former staff member at Coffman Union and now a Ph.D. candidate in Educational Psychology at the University of Minnesota. Additional articles were gained, including an unpublished manuscript by Brian Walton, BYU's student body president, and "A Commentary on Stephen G. Taggart's Mormonism's Negro Policy: Social and Historical Origins" by Lester Bush, published in Dialogue: A Journal of Mormon Thought.
>
> Eudaldo Reyes shared with the Team a prodigious amount of research materials on Mormonism which he had prepared for the Executive Committee of the ACU-I. This material included letters from individual union professionals; excerpts from pamphlets and books secured from missionaries of the Church in Suffolk County, New York; copies of articles selected from newspapers and magazines, many of which dealt with the BYU intercollegiate athletic situation; and excerpts from a recently published book Mormonism's Negro Policy: Social and Historical Origins, by Stephen G. Taggart.

Leon Denson met with members of fact-finding teams from the University of Arizona and Arizona State University who had visited Brigham Young University to investigate charges of racism and racist practices on that campus. Both fact-finding teams were predominately black in makeup. The reports of their visits were shared with the Team.

John Wong arranged meetings with Deseret (Mormon) Club members at Princeton and Rutgers and with many Mormon clergy in his area.

With exceptionally fine cooperation from many officers of Brigham Young University, Lyle Curtis, director of the BYU Ernest L. Wilkinson Center, shared with the Team any materials which it requested or which Lyle felt might be germane to the Team's impending visit.

Throughout this period of intensive study, information was constantly exchanged and discussed. Finally, with BYU's cooperation, and largely through yeoman effort by Lyle Curtis, on-site meetings were arranged at Brigham Young University in Provo, Utah, and at the Mormon Church headquarters in Salt Lake City, Utah, for the period February 17 to February 20, 1971.

ON-SITE VISITATION

Brigham Young University

On February 17 the members arrived in Salt Lake City, were met by Lyle Curtis, given a quick tour of the Visitors' Center of Temple Square, and driven to Provo, Utah, location of Brigham Young University. Lyle provided each team member with a packet of materials relating to BYU and its student life and the evening was spent by the Team reviewing materials of perceived importance, clarification of task and methodology, and generally "getting their heads together."

At 8:00 a.m. the following morning the Team met with members of BYU's Administrative Council, including the University's president, Ernest L. Wilkinson. We were given nearly two hours of their time for a frank, open, probing discussion. At 10:00 a.m. we attended an all-school Forum Assembly to hear Dr. H. Scott Momaday, Kiowa Pulitzer Prize winning author, on the topic "American Indian in Conflict: Tribalism and Modern Society." There was a very impressive turnout of students and faculty for this program, one of many in the Indian Week program which fortuitously coincided with our visit. At noon we lunched with the student body president and at 1:30 met with members of the Associated Students' Executive Council, which is, effectively, the program board for the Wilkinson Center.

At 2:45 p.m. the chairman, Ed Siggelkow, had another brief meeting with President Wilkinson and visited the Center for the BYU Indian program; Ed Reyes met with the Vice President for Academic Affairs to continue items broached in the first meeting of the morning; Leon Denson interviewed a black former student who is a convert to the Church; John Wong continued to talk to students as they passed by the snack bar and dropped into the office provided for us. Wong's interviews, or rap sessions, went on toward 5:00 p.m., but Siggelkow and Reyes were able to join Denson and interact with the black convert for an hour. Kenneth R. Howell, director of Manwaring Center at Ricks College, joined us in the late afternoon, and over dinner and in our motel we gained information about Ricks College and were assured that although they would welcome our visit, we would gain little more than the exposure to BYU had already afforded.

The balance of the evening (far into the night) was given to more discussion within the Team, comparing notes and preparing for the morning meeting with Elder Gordon B. Hinckley who is a member of the Council of Twelve of the Church, responsible for administering the mission of the Church in South America, and a member of the Board of Trustrees of BYU. This appointment was in the Church's administration building in Salt Lake City. We decided to stay in Salt Lake City in order to visit the University of Utah; talk to other Mormon black students, if possible; seek such insights as we could from Ernest Bebb, director of the Utah Union, and others close to Mormon life but who are not themselves Mormons; and allow ourselves as much of the afternoon and evening as possible to write our report.

Salt Lake City

Lyle Curtis again chauffered us, picking us up at 9:00 a.m., to arrive in Salt Lake City by 10:00 to meet with Elder Hinckley. Lyle Curtis and Ken Howell sat with us throughout our two-hour meeting. Following this, we were the guests of the Utah union for lunch and after some discussion Ernie Bebb made a conference room available to us to begin our writing. Black students were hard to reach this day because a write-in campaign was underway to elect a black student as student body president. (A campaign which was successful, incidentally.) Leon Denson, however, was able to make contact with a number of black students, including one with a former convert to the Mormon faith, a woman student who had used membership to leave a broken home, had been baptized a Mormon, passed through many stages of progession in the Church -- including temple rites -- and then broke and proclaimed herself a black by virtue of her previously hidden fact of a black father. Leon brought her to meet the rest of the Team and we spent several hours listening to and talking with her. The meetings with the black convert at BYU and the passing-for-white ex-convert at the University of Utah were both intensely personal experiences.

Friday evening the Team talked and sought to establish points of consensus and disagreement until 4:00 a.m. Saturday. Much of the content for this report and its structural outline were agreed upon.

INFORMATION AND IMPRESSIONS REGARDING BYU, RICKS COLLEGE, AND THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

Brigham Young University

BYU is a university of 25,000 students. It is a cosmopolitan university insofar as its student body comes from all 50 states and more than 1,000 students, from 57 countries. It has an American Indian enrollment of 521, representing 71 tribes and 26 tribal-blends from 32 states and 9 countries. It has an impressive Indian program. There are approximately 15 black students, about half of whom are foreign students. The town of Provo has only two black families.

Approximately 8,000 students are returned missionaries -- students who interrupted their education to spend two years in all quarters of the world as voluntary missionaries and as a consequence, the average age of BYU students is higher than common to four-year institutions. In this sense it is hardly provincial. However, its student body is 97 percent Mormon and its faculty is 99 percent Mormon.

The religion of the Mormon Church is pervasive throughout the whole form and structure of the university: students are formed into stakes and wards, as is the Church in its world-wide organization, and each student finds himself a member of a ward of 150-250 others for regular meetings and contact with Church leaders.

Brian Walton, the student body president, a graduate student from England, won election through a write-in campaign. He has addressed himself to the race issue and has traveled to other campuses to explain the situation and to be confronted by the anger and anguish of others. He invited all WAC member schools to send delegations of students to visit BYU and to see for themselves the absence of discriminatory practices within the university and to test the bigotry of students which was presumed to follow from the Church's doctrine. Only two student governments accepted the invitation and one of them had already sent a fact-finding team. Brian delivered a speech to a convocation in October, 1970, "BYU and Race: Where We Are Now," in which he dealt with the black man's situation in society and what BYU might do. He concluded by announcing the formation of a committee of students and faculty appointed by himself and the Dean of Students to develop data and information to allow informed and substantial actions. The subject of BYU and the racial issue has been aired in the "Hyde Park" program fostered by the student government, BYU's equivalent to a union programming organization. A non-Mormon, BYU black student also spoke a number of times under its auspices.

The following represents points of consensus among the members of the Interaction Team concerning BYU:

1. There is no evidence of overt discriminatory or racist practices within the university. Further credence for this, beyond our limited study, lies in the report of the Civil Rights Office of the Department of Health, Education and Welfare. Legally, no case for this charge exists.

2. The administration and student leaders and others with whom we talked all wished the offending doctrine did not exist and hoped for a revelation from God through the Church's President, who is a prophet through whom Church-wide revelations come. None professed to fully understand the reasons for the limitations placed upon black members, although they could recount the scriptural origins in the Pearl of Great Price, the Book of Mormon, and the Bible. Many reported that they made supplications to God for hastening the day of full temporal membership for blacks. There was no basis to doubt the sincerity of belief of any we met.

3. Academic freedom exists at BYU and the course offerings include courses in Black History, Racism and others relevant to the students' engagement in the paramount issues of our divided nation. BYU was awarded responsibility for a state-wide program called "Operation Breakthrough," which seeks to encourage junior and senior high school minority students to enter the nursing profession. The program has a black professor.

Although restrictions on behavior, dress, and off-campus speakers exist, these are not peculiar to BYU among universities and colleges with strong religious ties nor even among public institutions. We were assured that no subject or topic is forbidden for study; only the advocacy of positions contrary to those of the Church may not be advance by the faculty.

4. On the matter of the union boards and institutions challenging the doctrine of the Church, and, failing to effect change, severing relationships with the Church, members of the administration and the student government all said these acts were impossible. Practically, the institution doesn't own the university's buildings, grounds, or equipment -- the Church does. It is like asking a state university to sever relationships with the state when the state owns all properities and the name. Indeed, like a state university, the bulk of support for salaries comes also from the Church. Students at BYU pay about one-third of their educational costs. As a state university has a differential fee between in-state and out-of-state students, BYU has a differential on a Church, non-Church basis. The differential, however, is less than many states make; next year it will be $600 for Mormons, $900 for non-Mormons.

Beyond these practical matters, all reported that to challenge the Church's doctrine, or any aspect of it, is to challenge God and to deny one's faith altogether. They believe in the Doctrine of continuous Revelation, i.e., that all revelations come from God by being revealed to the president of the Church, and that as revelations have occured in the past, others can be expected. The First Presidency (the President and his two Councilors), or this group augmented as the Council of Twelve, may decide many temporal issues but revelations as to doctrine binding upon all Mormons come only from God through the president.

Ricks College

We deal only very briefly with this institution which we did not visit. The information was furnished by Ken Howell, union director at Ricks.

The college was established in 1888. It began as a two-year college, became a four-year college in 1956 and reverted back to two-year status in 1959. It has 5,200 students, 50 percent from Idaho, 20 percent from Utah. It is 96-97 percent Mormon. It has 500-600 returned missionaries. Its student body tends to be younger than BYU's; it has a few married students and students tend to be more conservative than at BYU. There are Mexican-American students, American Indian students (especially from the Pacific Northwest), an active Japanese-American group, and 250 foreign students (more than any other educational institution in Idaho). There is interracial dating but little interracial marriage. There is one black Mormon student on the football team.

Ricks' experienced some conflict within its athletic conference also.

The union has sponsored speeches to student forums and to ward groups on the race issue.

Ricks College and Church College are supported by the Church, as BYU is, and come under the same Board of Trustees.

THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

Although our two-hour meeting with Elder Gordon B. Hinckley was our formal meeting with the leadership of the Church, we gained little new information or knowledge of the position of the Church. Our homework and our meetings with BYU administrators and students dealt sufficiently with the doctrinal issues to make it unnecessary to dwell on those matters.

It probably bears repeating that the Doctrine of Continuous Revelation is most fundamental to Mormon religion and effectively serves as an "escape hatch" when talking to a non-member. We do not mean to say it was "used" for this end; it only emphasizes the "transcendental leaps" which are required in moving from knowledge to faith in nearly all religions. It frustrated us but none of us would suggest for a moment that it was used as a dodge or an escape from our press. Another fundamental church tenet is the predication of its existence on "the Fatherhood of God and the Brotherhood of Man."

Elder Hinckley impressed us as a widely traveled, knowledgeable, effective person in the service of his church as well as a man of candor and sincerity who was engaging and open with us. As for expressing an official church position, he read to us and expanded upon the document of the First Presidency issued to General Authorities, Regional Representatives of the Twelve, Stake Presidents, Mission Presidents, and Bishops, on December 15, 1969. We had already studied this and it is included for your review in Appendix A.

He expressed full sympathy for our undertaking and concern for the views of non-Mormons, especially blacks. He confessed he could not fully understand why God had imposed the limitations on black members, although he knew the scriptural bases. As with others, he too would welcome the revelation should it come in his lifetime. He stated, as others had, that he was confident blacks could secure the fullest blessings in afterlife, many beyond those of some Mormons enjoying the benefits of temporal membership.

CONCLUSIONS AND RECOMMENDATIONS

1. We believe that we did essentially fulfill the charge of the Executive Committee to pursue rational, logical, and persuasive methods and that much genuine dialogue existed. We cannot claim to have effected change, but we feel that we did

contribute added awareness of the concern within our Association and of others outside of the Church. We can only hope this may contribute to the precondition for change.

2. We are convinced that the Church and BYU are sincere about their commitments to "the Fatherhood of God and the Brotherhood of Man." Their belief in revelations and "divine inspiration" is unwavering. The denial of the Fatherhood of God, or the denial of His doctrines, is tantamount to a denial of their Church and the truth of their faith.

The Team's visit to BYU and to Salt Lake City uncovered no evidence of racist practices. On the contrary, it was felt that the concept of the brotherhood of man was both felt and manifested.

Ever mindful of the First Amendment which guarantees religious freedom, and having seen no indication of racist policies or practices at BYU, the Interaction Team recommends that the ACU-I take no action either to censure the three named institutions or to withdraw membership from same.

3. We are satisfied that little would be gained by our making similar visits to Ricks College or to Church College. The expense to the Association would be substantial and, beyond the welcome opportunity to engage in further dialogue, we are now convinced that change will not be the product of rational, logical inquiry, or persuasion, as such. It follows that we do not recommend further Team visits to Brigham Young University. We do, however, urge members of the Association to avail themselves of any opportunity to visit any of the three campuses, to expose themselves to the things of value within these educational institutions and to continue to bear witness themselves to the concerns of the Association, and non-Mormons generally.

4. We do not think the Association can expect the union boards and the three institutions to directly challenge the doctrine which limits the temporal opportunities and status of black members because this would, in the Mormon traditions and belief system, demand the rejection of their very faith and their God. We do remain convinced, however, that the mere existence of the doctrine must inevitably diminish the sense of worth and dignity of every black person whether or not he is or wishes to be a member of the Church of Jesus Christ of Latter-Day Saints. This, at least, can be said, and not intrude upon the right and freedom of religious belief accorded to Mormons and all others. We sincerely hope that the prayers of others added to the supplications of many Mormons may indeed prompt a change.

And we would add only a hope that we can continue to associate rather than disassociate with our Mormon friends and all others committed to the good work of college unions. Clearly, achievement of the brotherhood of man in this life is a large enough concern for all.

APPENDIX A

TO GENERAL AUTHORITIES, REGIONAL REPRESENTATIVES AND THE TWELVE, STAKE PRESIDENTS, MISSION PRESIDENTS, AND BISHOPS

Dear Brethen,

In view of confusion that has arisen, it was decided at a meeting of the First Presidency and the Quorum of the Twelve to restate the position of the Church with regard to the Negro both in society and in the Church.

First, may we say that we know something of the sufferings of those who are discriminated against in a denial of their civil rights and Constitutional privileges. Our early history as a church is a tragic story of persecution and oppression. Our people repeatedly were denied the protection of the law. They were driven and plumdered, robbed and murdered by mobs, who in many instances were aided and abetted by those sworn to uphold the law. We as a people have experienced the bitter fruits of civil discrimination and mob violence.

We believe that the Constitution of the United States was divinely inspired, that it was produced by "wise men" whom God raised up for this "very purpose," and that the principles embodied in the Constitution are so fundamental and important that, if possible, they should be extended "for the rights and protections" of all mankind.

In revelations received by the first prophet of the Church in this dispensation, Joseph Smith (1805-1844), the Lord made it clear that it is "not right that any man should be in bondage to another." These words were spoken prior to the Civil War. From these and other revelations have sprung the Church's deep and historic concern with man's free agency and our commitment to the sacred principles of the Constitution.

It follows, therefore, that we believe the Negro, as well as those of other races, should have his full Constitutional privileges as a member of society, and we hope that members of the Church everywhere will do their part as citizens to see that these rights are held inviolate. Each citizen must have equal opportunities and protection under the law with reference to civil rights.

However, matters of faith, conscience, and theology are not within the purview of the civil law. The first amendment to the Constitution specifically provides that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof."

The position of The Church of Jesus Christ of Latter-day Saints affecting those of the Negro race who choose to join the Church falls wholly within the category of religion. It has no bearing upon matters of civil rights. In no case or degree does it deny to the Negro his full privileges as a citizen of the nation.

This position has no relevancy whatever to those who do not wish to join the Church. Those individuals, we suppose, do not believe in the divine origin and nature of the Church, nor that we have the priesthood of God. Therefore, if they feel we have no priesthood, they should have no concern with any aspect of our theology on priesthood so long as that theology does not deny any man his Constitutional privileges.

A word of explanation concerning the position of the Church:

The Church of Jesus Christ of Latter-day Saints owes its origin, its existence, and its hope for the future to the principle of continuous revelation. "We believe all that God has revealed, all that He does now reveal, and we believe that He will yet reveal many great and important things pertaining to the Kingdom of God."

From the beginning of this dispensation, Joseph Smith and all succeeding presidents of the Church have taught that Negroes, while spirit children of a common Father, and the progeny of our earthly parents Adam and Eve, were not yet to receive the priesthood, for reasons which we believe are known to God, but which he has not made fully known to man.

President David O. McKay has said, "The seeming discrimination by the Church toward the Negro is not something which originated with man; but goes back into the beginning with God...

"Revelation assures us that this plan antedates man's mortal existence, extending back to man's pre-existent state."

President McKay has also said, "Sometime in God's eternal plan, the Negro will be given the right to hold the priesthood."

Until God reveals His will in this matter, to him whom we sustain as a prophet, we are bound by that same will. Priesthood, when it is conferred on any man comes as a blessing from God, not of man.

We feel nothing but love, compassion, and the deepest appreciation for the rich talents, endowments, and the earnest strivings of our Negro brothers and sisters. We are eager to share with men of all races the blessings of the gospel. We have no racially segregated congregations.

Were we the leaders of an enterprise created by ourselves and operated only according to our own earthly wisdom, it would be a simple thing to act according to popular will. But we believe that this work is directed by God and that the conferring of the priesthood must await His revelation. To do otherwise would be to deny the very premise on which the Church is established.

We recognize that those who do not accept the principle of modern revelation may oppose our point of view. We repeat that such would not wish for membership in the Church, and therefore the question of priesthood should hold no interest for them. Without prejudice they should grant us the privilege afforded under the Constitution to exercise our chosen form of religion just as we must grant all others a similar privilege. They must recognize that the question of bestowing or withholding priesthood in the Church is a matter of religion and not a matter of Constitutional right.

We extend the hand of friendship to men everywhere and the hand of fellowship to all who wish to join the Church and partake of the many rewarding opportunities to be found therein.

We join with those throughout the world who pray that all the blessings of the gospel of Jesus Christ may in the due time of the Lord become available to men of faith everywhere. Until that time comes we must trust in God, in His wisdom and in His tender mercy.

Meanwhile we must strive harder to emulate His Son, the Lord Jesus Christ, whose new commandment it was that we should love one another. In developing that love and concern for one another, while awaiting revelations yet to come, let us hope that with respect to these religious differences, we may gain reinforcement for understanding and appreciation for such differences. They challenge our common similarities, as children of one Father, to enlarge the outreachings of our divine souls.

Faithfully your brethren,

THE FIRST PRESIDENCY
by Hugh B. Brown
N. Eldon Tanner

Task Force on Human Resources

COMMITTEE MEMBERS

Ronald N. Loomis, Chairman, Cornell University
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Chester A. Berry, Ex Officio, Executive Secretary of the ACU-I
Boris C. Bell, Ex Officio, George Washington University

INTRODUCTION

This second year of the Task Force on Human Resources has been marked by additional progress on some of the recommendations contained in the 1969 Task Force Report, and a major new project.

MORMAN RESOLUTION

At the 1970 Conference in Houston, the Task Force presented a resolution of considerable magnitude to the Executive Committee. The Resolution was accompanied by a memorandum which explained the circumstances leading to its development. The text of the memorandum, the resolution, and the Executive Committee's response, are carried in the October, 1970 Bulletin of the Association.

TASK FORCE FUND

Fourteen Institutional and five personal contributions have been made to the Task Force Fund since the 1969-70 Annual Report, totaling $1090.00. There have been a total of 56 institutional and 5 personal contributions since the fund was started in 1968, totaling $5791.01. Institutions who contributed during 1970-71 are as follows:

Delaware, University of	(3)
Douglas College (New Jersey)	(3)
Hawaii, University of	(15)
Houston, University of (Texas)	(12)
Kansas State University	(11)
Mankato State College (Minnesota)	(10)
Minnesota, University of - Minneapolis, West Bank	(10)
Missouri, University of - Kansas City	(11)
Pacific Lutheran University (Washington)	(14)
Pennsylvania State University - Philadelphia	(3)
Tennessee State University	(5)
Texas Christian University	(12)
Wisconsin, University of - Madison	(8)
Wisconsin, University of - Milwaukee	(8)

The only expenses charged to the fund have been to finance minority participants in summer professional development seminars (described later in this report) totaling $707.00. The balance in the fund as of this date is $5084.00.

INTRODUCTORY MEMBERSHIP

In 1970-71 5 more predominantly minority or disadvantaged institutions were offered free introductory membership in the Association, bringing to 51, the total to have been offered since November, 1969. Sixteen have accepted and two have declined, indicating that their resources were so limited that they could not be full participants in ACU-I.

SUMMER SEMINAR SCHOLARSHIPS

The first project to be financed through the Task Force Fund was scholarships for minority participants in Professional Development Seminars this summer. The sponsors of four ACU-I seminars and one other related to union work, agreed to co-operate with the Task Force by providing two scholarship positions for minority participants for each seminar.

Fourteen inquiries were received from minority individuals. Eight approved but four could not take advantage of the opportunity, due to the cancellation of the seminars relevant to their interests. The four who did participate have written to acknowledge the value of their experience, and it is hoped that the project can be continued this year. Total cost for the four participants in 1970-71 was $707.00.

REGIONAL HUMAN RESOURCES CO-ORDINATORS

The following persons served as Human Resources Co-ordinators during 1970-71, working to translate the lofty goals of the Task Force into meaningful programs at the regional level.

Region 1 -- A. Robert Rainville, University of Rhode Island
Region 2 -- Warren Reinecke, St. Lawrence University (New York)
Region 3 -- Rufus L. Simmons, Delaware State College
Region 4 -- Paul Gigley, Towson State College (Maryland)
Region 5 -- Barbara C. Murrell, Tennessee State University
Region 6 -- Cornelius Grant, Albany State College (Georgia)
Region 7 -- Clinton E. Churchman, Central State Univesity (Ohio)
Region 8 -- To Be Appointed
Region 9 -- Steve Bruce, Robert Morris College (Illinois)
Region 10 -- Neale L. Roth, University of Minnesota, Duluth
Region 11 -- James Reynolds, Kansas State University
Region 12 -- Clifton Smith, Grambling College (Louisiana)
Region 13 -- LeRoy Dennis, Utah State University
Region 14 -- Robert Serrano, University of Idaho
Region 15 -- To Be Appointed

Task Force on Human Resources Memorandum

Memorandum

To: Executive Committee
From: Task Force on Human Resources
Subject: Report of the Interaction Team

The Task Force on Human Resources wishes to express its appreciation to the Executive Committee for establishing an Interaction Team in response to the resolution concerning Brigham Young University, Church College, and Ricks College which we presented to the Committee following the 1970 Conference in Houston. We also acknowledge with gratitude the hard work of the members of that team: Leon Denson, Eddie Reyes, Ed Siggelkow and John Wong.

During our pre-conference meetings at The Greenbrier, we have considered the Report of the Interaction Team, and have accepted their conclusions and recommendations.

We are aware of the fact that a number of important advances have been achieved in recent years, on campuses and in the society at large, as a result of strong pressure exerted by groups which have been disenfranchised and discriminated against. We have considered the possibility of encouraging such pressure tactics, directed at the Unions Boards of the three Mormon institutions who are members of ACU-I. We have rejected that alternative. Aside from our awareness of the fact that these three institutions, and Mormons in general, have already suffered much abuse, we have concluded that action by individual members of the Association will be more appropriate than action by the Association as a body. In addition, we are encouraged by the growing evidence of concern for eliminating racism demonstrated by these three colleges and by individual students and faculty on their campuses.

Although we are sensitive to the Church's prohibition on criticism of matters of faith by its members, and although we are cognizant of the complexity of a system of religious belief based on continuing revelation, nevertheless, we wish to reaffirm our abhorrence of the existence of a dogma which excludes black persons of African descent from the priesthood and other privileges of membership in the Church of Jesus Christ of Latter Day Saints. We believe that the very existence of dogma is demeaning to every black person, regardless of his interest in the Mormon Church.

Therefore, we suggest and encourage the following actions. We urge prayer for divine revelation to set aside this dogma. We believe that conversations with Mormons with whom we are acquainted, and letters of concern addressed to the first Presidency of the Church of Jesus Christ of Latter Day Saints, 47 East South Temple, Salt Lake City, Utah, would be helpful. We ask that the President of ACU-I transmit all documents concerning this issue to Joseph Fielding Smith, Jr., President of the Church of Jesus Christ of Latter Day Saints. We also ask that he transmit a report of our Association's actions to the President of related professional organizations.

The Task Force on Human Resources herein rededicates itself to the objectives established in the original report presented at the 1969 conference in Denver. We request the support and assistance of each and every member union, board and staff as we work to achieve those objectives in the months ahead. (Adopted unanimously by all members of the Task Force and all Human Resources Co-ordinators present at The Greenbrier.)

Minutes Of The Annual Meeting

The annual business meeting of the Association of College Unions-International was convened by President Harold W. Jordan at 3:30 Tuesday afternoon, March 23, 1971 in the Chesapeake Hall of The Greenbrier, White Sulphur Springs, West Virginia. After some opening remarks, Mr. Jordan entered into the official items of business. He introduced Dale L. Spickler of California State College at Los Angeles as parliamentarian and Mr. Spickler outlined the parliamentary procedures to be used. Mr. Jordan then explained the procedures to be followed in the conduct of business, such procedures having been promulgated by the Resolutions and Executive Committees.

Mr. Jordan announced the dates and sites of the next four annual conferences as follows: 1972, Chase-Park-Plaza Hotel in St. Louis, Missouri from March 18-21; 1973, St. Francis Hotel, San Francisco, California from March 18-21; 1974, Royal York, Toronto, Canada, March 23-27; 1975, The Diplomat, Hollywood, Florida, April 6-9. He also announced that the Professional Development Seminar presented by Indiana University would be held from August first to the sixth, 1971 in the Indiana Memorial Union.

Mr. George Stevens of Oregon State University moved, Mr. Dallas Garber of Towson State College seconded that: *the minutes of the 1970 annual business meeting as printed in the 1970 conference Proceedings be approved.* The motion passed.

Three members of the Resolutions Committee then presented memorial resolutions. Truman Prescott of Central University delivered the following tribute in memory of Clarence Shelnutt:

The Association is saddened by the loss of one of our members on June 4, 1970 following a heart attack. Clarence "Willie" Shelnutt, 52-year old Director of the Union at Rensselaer Polytechnic Institute at the time of his death, was especially well known in Region I where he also served at the George Sherman Union at Boston University and the University of Massachusetts. His authorship of the Recreation Committee's pamphlet Conducting Chess Tournaments has brought a little bit of "Willie" to many of our ACU-I resource libraries.

When it became known that the Resolutions Committee would be preparing a memorial tribute to Clarence Shelnutt, several of his close friends wrote us about this man they had learned to love. Here are brief excerpts from two of them.

"When Willie left Lebanon, New Hampshire, to accept the Program Advisor job at the University of Massachusetts," writes Bill Scott, "the whole community turned out to say goodbye, and the featured speaker at the going-away dinner was the Governor of the State."

Frank McNeil, retired Director Rensselaer Union, writes, "He was an earthy man. He liked the soil and all related things. He was fond of animals, loved to fish and hunt, was an entertaining conversationalist, and enjoyed the company of his fellow men. Clarence was a deeply religious man, a devoted father and husband. Time and time again he would do the thing so many of us neglect ... the sending of a card, the visit to a friend in trouble, a tribute to his associates."

Clarence "Willie" Shelnutt is missed by many friends at this conference and by countless numbers of young people whose lives were enriched by the wisdom of his counseling, his capacity to listen, his compassion, his humility, and the strength of his commitment to his country and to his faith in God.

Earl Whitfield of Fresno State College delivered the following tribute in memory of Whitney Young, Jr.:

At Houston, in 1970, the Association of College Unions was honored by the presence and moved by the keynote presentation of Whitney Moore Young, Jr.

At the Greenbrier, in 1971, we mourn his recent death at the age of 49.

He is known widely for his ten years as Executive Director of the National Urban League, and he is loved deeply for his dedication and service to the cause of job training and meaningful employment for young black people from urban ghettos.

Not diverted by the temptation of popularity with anyone, he always concluded that this was irrelevant to what he could do best to aid black progress ... that is, to awaken this country to the economic injustice of discrimination against blacks.

In the pursuit of this commitment, Whitney Young's special strength has been noted as "being urbane enough to talk with the fat cats downtown and hip enough to talk with the tough cats uptown ... and he never seemed to be out of place doing either."

The unifying influence of this great American in this country's struggle for equality for every person, will be immeasurably missed by this Association and by humanitarians throughout the world.

Allen Bennett of the University of Nebraska delivered the following tribute in memory of Paul Hartenstein:

The Association joins the family and countless friends, in and out of the Association, in mourning the death of Burt Hartenstein, age 69, while on vacation in Vero Beach, Florida this March 12, 1971.

He began his Union career in 1923 as staff assistant at Houston Hall following graduation from the University of Pennsylvania and attended his first ACU conference that year. He discovered there that the Houston family gift to the University of the Houston Hall "as a place where all may meet on common ground" was similar to the purpose and facility of the dozen or so Unions which then existed. At this meeting of the fledgling ACU he learned that Houston Hall was indeed the very first building of this kind to be constructed on any campus in the United States. The Hall had, however, no governing board, no student involvement in the planning and direction of the activities of the Hall. Borrowing from the union concept of student primacy in governance, he changed all this.

The following year he became Director, and thus through further development the Houston Hall now recognized as the first union building in this land, became a kind of shrine for the rapidly evolving college union movement and a model for many who were planning new buildings.

Burt, an active man and a fine organizer, became a moving force in the development of this Association. He was elected President in 1930. In 1932 he was asked to become our second secretary. He accepted the post and moved it from a committee function to its present level of Executive Secretary function but then still on a voluntary basis. He also accepted the task of becoming our first editor of publications. He carried on these two functions for many years and largely through his direct efforts and leadership moved the Association into the context of a professional organization which was prospering even during the depression and war period.

The union conference delegates of that era best remember his expansive smile, ebullient spirit, and remarkable ability to introduce at the opening session each of as many as 100 delegates by name, position, and home institution. His joyous genial manner gave a personal touch to this Association which few, if any other, associations have ever enjoyed in the same degree, and provides us a cherished heritage.

He held the Directorship until in December of 1941 at the outbreak of World War II he accepted the call to become the Director of Civil Defense for Philadelphia, and later during the conflict to receive a Navy commission as Lieutenant Commander and assisted in establishing and developing the still active Wave program, and later took charge of personnel at the Office of the Pacific Fleet.

Upon his release from the service he returned to his University to accept the appointment of Director of the Development Fund and assistant to the President, a post he held with distinction through 1952.

During his absence from direct union involvement, however, he never lost his enthusiasm for the union and contributed his time and efforts in our behalf for many years. He attended conferences for several years, acted as speaker and participant repeatedly through 1967. This association recognized these continued efforts by conferring "honorary membership."

It is fitting that the records of this Association show we remember Burt best as one of the true founders and pioneers of the college union movement. It is also fitting that for his life of service to unions, to his university, to his community and government -- for work "well done" -- the epitome of the Union ideal -- we pay final grateful tribute.

The resolutions were accepted by acclamation.

Chester A. Berry, Executive Secretary, gave a brief digest of his annual report. (A copy of the full report appears with the other reports in this section of the *Proceedings*.)

Robert A. Alexander of the University of California at San Francisco delivered a summary of his first ten months as editor of publications. Most of this period, he reported, had been devoted to solving the technical and other problems connected with the *Bulletin*. He acknowledged the considerable effort made by director of communications John Duffek of the University of Illinois Medical Center during his first year in that new office.

Mr. Duffek next told of his hopes for the future of his communications effort, described the operation of the current year's press room and his expectations for future improvement and stated that he hoped that the publicity emanating from his office eventually would result in union executives receiving more appreciation and support from their superiors on the home campuses. He extended his appreciation to Susan Fedo of Wellesley College for her assistance.

Vice President for Committee Affairs, Hans Hopf of New York University, Heights Campus, reported that a total of twenty-seven pages of reports by the chairmen of the standing committees had been made available for distribution to the delegates. He moved adoption of these reports, Warren Norden of Eastern Montana University seconded the motion and it passed.

Trish Owen, Assembly Delegate from the University of South Carolina, reported on the third Mishawak Assembly and read five resolutions which had been referred by that Assembly to the Executive Committee. These follow:

Resolution I

The Mishawak III Assembly has had the opportunity to review the "Preliminary Report of the Study Committee on Performing Arts" and strongly supports the general direction of this report. In particular, we feel the ACU-I should affirm a desire to develop a strong co-operative relationship with the N.E.C. and ACUCM and the ACU-I should only duplicate materials and services in those areas where it seems most important to do so. We should not hesitate to refer our members to them where they are doing things better and are staffed to do them.

Resolution II

Whereas: The Union should not just stand passively as a symbol but engage in the controversies of the hour -- not in confronting or demanding senses -- but in a questioning, educating role: and

Whereas: The quality of the Union program on some topics depends on an in-depth understanding of the topic;

Be it resolved that Mishawak Assembly III supports the development of programs designed to examine in-depth topics of major consequence in contemporary education and to provide resources in models, materials and persons for the ultimate expansion of such programs to individual unions on a national level, and further encourage to continue to establish such programs.

Resolution III

Since a major source of the input to the ACU-I is generated by the Mishawak Assembly and since the deliberations and decisions of the Executive Committee (hereafter referred to as XC) and regional representatives (hereafter referred to as RR) directly affect the whole of ACU-I, we strongly recommend the attendance of the entire XC and all the RR for the entire duration of the Mishawak Assembly to benefit by this articulation of the Membership needs.

Resolution IV

In recognition of inner-regional differences in Steering Committee officer structure, be it resolved that each region be allowed to take up to three student delegates to the annual ACU-I conference.

Resolution V

Whereas: Mishawak III has been moved from June to December to increase relevency and understanding among student planning Regional Conferences and Activities,

Whereas: both the Mishawak and the National Conference would afford a tremendous amount of continuity to the success of our regions and hence the success of the Association of College Unions-International,

Whereas: both the Mishawak and the National Conferences have proven extremely valuable to students in implementing successful Regional Conferences and programs,

Whereas: basic knowledge of the structure and functions of the ACU-I and how this knowledge can affect the success of the student delegates as representatives of their regions, is essential to our goals,

Be it resolved that the 1970 Mishawak III delegation strongly urges that the same student delegates be chosen to attend both conferences as representatives of their region.

John Sturgell of the University of Delaware, chairman of a study committee on the Mishawak Assembly, presented the report of that committee and moved acceptance and implementation thereof by the Executive Committee. Neale Roth of the University of Minnesota, Duluth seconded the motion and it passed. The report follows:

MISHAWAK ASSEMBLY STUDY COMMITTEE REPORT

In late January of this year President Jordan appointed a Mishawak Assembly Study Committee and charged that committee with the responsibility for evaluating the three previous Mishawak Assemblies. Our committee was further charged with the task of pre-

senting at this conference a recommendation concerning the desirability of planning and financing future assemblies. The committee has evaluated the three previous assemblies by means of exchange of letters and personal discussions with various groups and individuals such as the regional representatives, the student assembly participants, the executive committee, and other resource persons. The evaluation areas of the Assemblies included the stated purposes of the programs, that is, the greater involvement of students in an effective college union program and the activities of the ACU-I, an improvement in the thrust of the regional programs, a strengthening of leadership skills among various union leaders -- students and staff -- and a revitalization at all levels of the ACU-I which the student/staff partnership concept was expected to enhance. The committee also considered the content of the previous three assemblies, the student and staff reaction and inter-reaction to the Assembly programs in terms of enthusiasm and spirit, the problems of financing the assemblies, and the apparent carry-over value which assemblies have had and could have for the regions, for the Association, and for the individual unions.

The committee feels that this unique program has enormous potential for effecting positive changes in the affairs of the Association and in the influences which trained regional leadership can have on regional and individual union programs. We believe, too, that substantial progress has already been realized in revitalizing the student/staff partnership concept which is such an integral part of the college union movement; in renewing student interest in and knowledge of regional structures and programs, the ACU-I and its resources, and in strengthening the general goals of the college union movement. Also, we believe that the executive committee and the regional officers have received fresh and valuable input from students and that this input has and will continue to contribute greatly to the programs and direction which the union movement takes.

On the other hand, the committee realizes that the past three Mishawak Assemblies have not been without some inherent weaknesses in the areas of funding, pre-Assembly planning, Assembly program structure, and objective measurement of carry-over in the regions. These areas have given the committee our primary concerns and it is these concerns which have brought the committee to the following recommendations:

The Mishawak Assembly Study Committee recommends that plans for the presentation of Mishawak IV be commenced as soon as practicable. The committee stipulates, however, that the following procedures be incorporated into the planning of the next assembly:

1) The formulation of a Mishawak Advisory Committee which would supervise and administer the program in all its phases such as background planning in terms of the program content, development of pre-conference materials and reading lists, delineation of the program's purposes, consultation with resource persons, and preparation of pre-conference instructions and charges to the delegates. In other words, the development of shared goals and procedures from all of the regions and the Assembly participants in anticipation of Mishawak IV.

2) The continuation by the ACU-I to seek foundation or corporate support for the financing of the Assembly. In the interim, the Committee recommends that the Assembly be financed through a renewal at this Association's business meeting of the $10 institutional supplemental fee for North American members of the Association with remaining funds to be provided by regional treasuries.

3) The scheduling of the Mishawak Assembly at a site which will minimize as much as possible the delegates' average traveling costs and at a period during the Christmas holidays so that student delegates elected to their steering committee posts this coming fall can have the advantage of a continuity of experience in attending Mishawak IV in December, the international conference in March, and their own regional steering committee meetings to help plan and preside over their fall 1972 regional conferences.

4) The participation in the Assembly of two student representatives and the regional representative from each of the Association's 15 regions, The Mishawak Assembly Advisory Committee, along with as many members as is practicable of the executive committee, the standing committee chairmen and resource persons.

5) The strengthening of the structure of the Assembly training sessions to facilitate the probing in depth the issues, problems, and programs most relevant to the union and higher education through a variety of techniques such as dyads, triads, films, group exercises, small discussion groups, etc.

6) The development of an effective Assembly evaluation instrument whereby the Assembly can be judged in terms of the strength of its program content, student/staff interaction, and effectiveness of the Assembly processes, with appropriate written material to be developed from the Assembly sessions for referral to regional steering committees, individual union boards, and the Executive Committee.

In support of these recommendations from the Mishawak Evaluation Study Committee, I should like to read two resolutions, one presented by the Regional Representatives, and the other presented by the student delegates to this conference:

STUDENT STATEMENT OF THE STUDENT/STAFF MISHAWAK ASSEMBLY -- March 23, 1971

The 1971 Greenbrier Student Delegates strongly support the findings of the Mishawak Study Committee and recommend that the Mishawak program be perpetuated.

We welcome the opportunity to continue our efforts to develop concepts and procedures for a closer look at our own unions and regions.

We hope to continue to renew student interest in the regional and international conferences and to bring about a strengthening of the student-staff partnership concept.

Through a more task orientated and structured format we feel that Mishawak IV will be a greater indicator of potential benefits of the Mishawak program.

REGIONAL REPRESENTATIVES' RESOLUTION RE MISHAWAK -- March 23, 1971

Whereas: The ACU-I has played -- and continues to play -- a leading role in higher education through its development of sound college union programs, and

Whereas: The ACU-I in 1969 established a joint student-staff program later to be known as the Mishawak Assembly, in order to foster more effective attainment of the goals and objectives of the Association, and

Whereas: The ACU-I must remain relevant to the needs of the times and must continue to communicate with its constituency of students, faculty, staff, and the community-at-large, and

Whereas: The Assembly of students and staff convened at Camp Mishawak, Rice Lake, Wisconsin in 1969 offered a forum for discussion and interaction leading to successful achievement of the ACU-I's goals and helped to contribute to a more viable ACU-I, and

Whereas: The stimulation to achieve the aforementioned goals permeates all areas of the ACU-I,

Therefore, be it Resolved: That the concept of student-staff partnership in the affairs of the ACU-I, as implemented through the Mishawak Assembly, be continued annually as a program of the Association, and

Be it further resolved: That an Assembly Director be designated and given sufficient latitude to nurture the program to full fruition, and

Be it further resolved: That the full efforts of the ACU-I Executive Committee be utilized in assuring adequate orientation and pre-planning, selection of site, program development, and full implementation of Mishawak Assembly results to the regions.

Be it finally resolved: That the Mishawak Assembly will be evaluated annually to assure an effective use of the program with manifest and continuing benefits to all regions of the ACU-I.

On behalf of the Mishawak Assembly Study Committee, I move that the Association of College Unions-International accept this report and that the Executive Committee take appropriate steps to implement the recommendations of this Committee.

Respectfully submitted, J.S. Sturgell, Chairman; William Weddell; William Spelman, III; Marilyn Albrecht.

The report, statement and resolution were accepted by acclamation.

Edwin O. Siggelkow of the University of Minnesota, Minneapolis, chairman of the Interaction Team, reported on the visit of that team to Brigham Young University and on its visit with Elder Gordon B. Hinckley of the Church of Jesus Christ of the Latter-Day Saints. He indicated that the report had been presented to the Executive Committee and to the Task Force on Human Resources and that copies of the report as accepted by the Executive Committee had been made available to the delegates, as had a responding memorandum from the Task Force to the Executive Committee. Mr. Siggelkow further reported that the Executive Committee had responded affirmatively to the action elements of the Task Force's memorandum.

Anthony Codding of the University of Pennsylvania and chairman of the Nominations Study Committee described the processes which led to the draft of recommendations, copies of which had been made available to delegates. He moved acceptance of the report, Richard Dodge of California State College at Los Angeles seconded the motion and it passed. The report follows:

The Nominating Procedure Study Committee (Study Committee) was appointed by President Jordan in August, 1970 as the result of a resolution made and accepted at the ACU-I annual conference in Houston, Texas, March 22-25, 1970. It was resolved that a committee be given the responsibility to investigate the feasibility and method of providing "a slate of candidates which includes at least two persons for each office" and further "that biographical information on each candidate with election statements from each be provided to each member at the time pre-registration material is mailed." This resolution formed the Study Committee's charge.

PROCEDURE

In proceeding with its examination, the Study Committee first made a thorough review of the Report submitted in 1968 by the Ad Hoc Committee for the Study of Officer Selection Procedures (Ad Hoc Committee). Background information was also obtained from a former member of the Ad Hoc Committee. A working paper (October 12, 1970), based on an analysis of the Ad Hoc Committee's Report and on the background information, was distributed to members of the Study Committee for comment as to steps that should be taken in the study.

It was agreed that the Study Committee's first important step was to obtain as much sentiment as possible, given the time available, from the Association's membership. In order to accomplish this objective, the following methods were used:

1. A letter was sent to each Regional Representative asking for grass-roots input from the regions on whether the Association's nominating procedures should be altered and, if so, in what ways. Information was also requested on how Regional Representatives could play an effective role in the nominating process.
2. A letter requesting suggestions was sent to nine members of the Association known to have expressed a particular interest in the nominating procedure.
3. An Opinion Indicator was distributed with the February Wire to institutional and professional members of the Association.
4. Copies of the Opinion Indicator draft were forwarded to the site of Mishawak III in December where some time was spent by participants in discussing the draft and the question of nominating procedures.
5. Information on nominating procedures was requested from other professional organizations similar to ACU-I and received from the National Association of College Stores, Inc., The Association of College and University Housing Officers, and the American Personnel and Guidance Association.
6. An announcement concerning the Study Committee and its work was placed in the ACU-I Bulletin for March, 1971.

As information was received from various sources, it was circulated among members of the Study Committee for comment. The Committee concluded its work with extensive face-to-face meetings at The Greenbrier prior to and during the conference.

From these deliberations, the Study Committee concluded that it was not feasible to make judgements on an election or balloting procedure without examining the total ACU-I officer selection process. In this regard the Study Committee felt there were three basic components in the officer selection process: (1) the formation of the Nominations Committee; (2) the development of officer nominations; and (3) the election. The first two components were viewed as basic "building blocks"; i.e., to have a viable balloting procedure it is necessary to first have sound procedures for forming a Nominations Committee and sound procedures for developing the slate of nominees. Unfortunately, the Study Committee also found a strong indication that the procedures are misunderstood.

We did not see this as an indication that the nominating process itself is in question. Rather, it points to problems of unclear wording in certain parts of the procedures and a lack of communication within the Association. The Study Committee felt that two steps should be taken to overcome these problems: 1) The present procedures must be rewritten in more precise language for transmittal to the membership annually, and 2) the members must be willing to take the time to understand the process and to participate in it.

Because the nominating procedures are so fundamental, the Study Committee has attempted to clarify the language and to pull the procedures together into one document. We therefore submit the following statements before moving on to recommendations on balloting procedures. We recognize that the procedures are lengthy. We submit that they are necessary because provisions have been included which insure that each member has the opportunity for personal input.

A. Composition of the Nominations Committee (Article VIII, Association By Laws)

"The Nominations Committee shall consist of seven members, two of whom shall be past presidents of the Association, appointed by the president with the approval of the Executive Committee. One past president shall serve as chairman of the committee; the other past president shall serve as chairman-elect. The other five persons, who shall represent a geographical balance of the Association, shall be appointed by the regional representatives from the recommendations submitted by the Association's membership. The Nominations Committee shall prepare a list of nominees for the offices of president, president-elect, vice-president for conference program, vice-president-elect for conference program, vice-president for committee affairs, vice-president for regional affairs. Appropriate biographical material of the nominees shall be presented with the report of the committee."

B. Duties of the Nominations Committee Chairman and Chairman-Elect

1. The Chairman shall be responsible for implementing the prescribed procedures for obtaining the officer nominations which are to be presented at the next international conference. He shall also preside over the Nominations Committee.

2. The Chairman-Elect shall serve as a member of the Nominations Committee. Concurrently, he shall be responsible for insuring that the prescribed procedures are followed in the selection of the Area Members who will serve on the next year's Nominations Committee (the year the Chairman-Elect becomes Chairman).

C. Selection of the Five Area Members of the Nominations Committee

The following procedures are designed to insure that each institutional and individual member has a voice in the selection of the Nominations Committee. It will be noted that each member will annually receive a direct mailing asking that he suggest persons to serve on the Nominations Committee. It should be further noted that the final appointment of the Nominations Committee is made by the Regional Representatives (who are themselves selected as an outgrowth of suggestions from the membership).

1. The Association's 15 regions shall be divided in juxtaposition into five areas of three regions each: Regions I, II, III = Area I: Regions IV, V, VI = Area II: etc. Each area shall have a representative on the Nominations Committee.

2. By January, the Chairman-Elect (in cooperation with the Executive Secretary) shall mail all institutional and individual members a form for suggesting persons to serve on the next Nominations Committee. To gain Association-wide perspective, each member shall be encouraged to suggest persons from his region, area, and from the membership at large. Forms shall be returned to the Central Office of the Association. To insure that the membership understands their response is fundamental to preserving "grass roots" representation on the Nominations Committee, the Chairman-Elect shall annually include a full explanation of the nominating and election procedure in his mailing.

3. By March 1, the Executive Secretary shall tabulate the suggestions and send each Regional Representative a tally of the persons from his region who were suggested. The Secretary shall also transmit appropriate biographical material, to assist the Regional Representative's evaluation of an individual's ability to serve on the Nominations Committee. The Regional Representative shall confirm the willingness and availability of persons to serve on the Nominations Committee prior to the time the Regional Representative attends the International Conference.

4. At the Regional Representatives' meeting immediately prior to the International Conference, the Regional Representatives shall meet according to their designated geographical areas. The three regional representatives from each area shall pick, in rank order, the three persons from their area judged to be most qualified to serve on the Nominations Committee.

5. The three Regional Representatives from each area shall select from their number a Regional Representative to serve on a Final Selection Committee. As part of its deliberations, the Final Selection Committee shall meet with the Association President, President-Elect, and Nominations Committee Chairman to insure that they do not select persons whose assignment to the Nominations Committee would be in conflict with service in other Association positions. (In this review process, the role of the President, President-Elect, and Nominations Committee Chairman shall be consultative -- the actual appointments shall be made by the Final Selection Committee.) In order to insure balance within the Nominations Committee, the Final Selection Committee shall also consider each individual's background, professional interest, and capacity to serve.

6. Prior to the annual business meeting, the Final Selection Committee shall notify both the Association President and the individuals, who have been appointed to the Nominations Committee. The President shall announce these appointments at the annual business meeting, along with the announcement of the Chairman and Chairman-Elect.

D. The Procedure for Developing Officer Nominations

The following procedures are designed to insure that each institutional and individual member has a voice in the development of officer nominations. It will be noted that each member will annually receive a direct mailing requesting that he suggest persons to be nominated as officers of the Association. This request should not be confused with the request he will receive annually regarding persons to serve on the Nominations Committee. It should be further noted that the final nominations for officer positions are made by the Nominations Committee, which is selected as an outgrowth of suggestions from the membership.

1. To encourage maximum input from the Association membership, the new Nominations Committee members shall be announced at the annual business meeting of the International Conference.

2. The new Committee shall meet with the out-going Nominations Committee Chairman for purposes of continuity.

3. The Chairman of the Nominations Committee, in cooperation with the Executive Secretary and the Editor of Publications, shall insure that special announcements of the Nominations Committee's membership and role shall be published in The Bulletin and other Association publications.

4. By September, the Chairman of the Nominations Committee shall send a letter to each Regional Representative asking that he talk with students and staff during the Regional Conference, encouraging them to submit suggestions for persons to be nominated as officers.

5. Insofar as possible, the Area Members of the Nominations Committee should attend each of the three Regional Conferences of the regions they represent in order to solicit suggestions from the membership. If they cannot attend, they should make arrangements with the Regional Representative for satisfactory involvement of the members in the nominations procedure.

6. By January, the Chairman of the Nominations Committee, in cooperation with the Executive Secretary, shall send a mailing to all institutional and individual members. The mailing shall explain the ACU-I nominations and election procedures and shall include a form to be used for their recommendation of nominees for Association offices. These forms shall be returned to the Central Office for referral to the Nominations Committee.

7. As the Nominations Committee receives suggestions, it shall send a letter to each of the individuals suggested as a possible nominee. It shall be made clear that the individual is not being nominated but has been suggested for consideration by at least one member. The individual is asked to complete and return a form which requests biographical information (education, experience, special interests, etc.) and record of service to the ACU-I, both on the international and regional levels.

8. The Nominations Committee shall meet at least one full day prior to the opening of the annual International Conference.

9. The Nominations Committee shall be introduced at the Opening Session of the International Conference and an announcement shall be made regarding times and places at which members may make recommendations in person to the Nominations Committee.

10. As part of its review process, the Nominations Committee shall meet with the Assembly Delegate (student elected at the Mishawak Assembly) or his designate prior to drawing up a final list of nominees.

11. The Nominations Committee shall deliberate and decide on nominations for each vacant office.

12. The Nominations Committee shall present its list of nominees and appropriate biographical material on each nominee to the Association at the International Conference. To complete the nominations procedure, there shall be a call for nominations from the floor.

The Study Committee recommends the above and points out that this process may be used leading up to whatever form of election procedure the Association chooses to adopt.

The Study Committee next moved to the question of whether it would be feasible to have a choice of candidates in the annual election. It was found that it would be feasible and that there is evidence of a considerable number of members who are interested in having a choice. (Note: this is not intended to imply that the Study Committee endorses a choice. The Study Committee wishes to remain impartial on this question.) It was also found that there was a strong mandate from the membership that "politicking" be avoided.

On the question of whether a ballot of multiple candidates could be provided at the time pre-registration material was mailed, the Study Committee found that this would not be feasible. The Committee recognized that it is essential for the Nominations Committee to meet during the conference in order to develop their list of nominees.

A variety of election methods offering a choice of candidates were suggested and reviewed. The Study Committee did not feel it would be realistic to expect that a specific plan could be developed on the floor of the busines meeting. Instead, the Study Committee felt an obligation to develop the choice of candidate plan which seemed most appropriate for this Association in response to the Committee's charge. After comprehensive evaluation, the Study Committee formulated an election procedure which calls for the Nominations Committee to nominate two candidates for each vacant position, with balloting to be done by mail after the conference. This plan is presented in detail below to give the members the opportunity to decide on more than just the concept of a choice -- it presents a specific plan which would implement the concept.

At this point in their deliberations, the Study Committee had defined two basic election procedures: 1) the present system under which the Nominations Committee presents one nominee for each position and 2) a new system under which the Nominations Committee would present two nominees for each vacant position. Both systems provide the opportunity for nominations from the floor. The Study Committee, composed of six ACU-I members, did not feel it should favor either election procedure. It recommends that the membership determine which election procedure is preferred.

The Study Committee therefore offers the following two proposals. To assist each member in his evaluation, and in the interest of communication, advantages and disadvantages are stated with each proposal. These were derived from comments of Association members.

PROPOSAL NO. 1 -- Retention of the Present Election Procedure as Approved by the Membership in 1968.

Under this procedure the Nominations Committee presents a slate consisting of one candidate for each position with the opportunity for nominations to be made from the floor. This slate is presented and voted on at the annual business meeting.

Advantages

1. The constant growth of the Association makes it difficult for the general membership to know the qualifications of all candidates.
2. This process lessens the opportunity for "politicking" which is deemed to be in conflict with the basic purposes of the conference.
3. This process is consistent with the philosophy that "the office seeks the person" rather than the person seeking the office.
4. This process permits the Nominations Committee to select the most qualified candidate for each position.
5. The newly elected officers can assume their duties immediately following the conference.
6. This process is relatively easy to administer.

Disadvantages

1. A slate of one candidate for each position does not provide the membership with a choice.
2. Only those present at the International conference can vote on future association officers.
3. There is the potential for the election to be influenced by the geographical location of the conference.
4. Voting members do not have an opportunity to study information about a candidate before voting.
5. The membership has historically endorsed the slate of officers submitted by the Nominations Committee and there may be a tendency for members to be reluctant in making nominations from the floor.

PROPOSAL NO. 2 -- Election by Mail After the Annual Conference from a Slate of Two Candidates for Each Vacant Position.

1. The present nominations procedure is retained.
2. The Nominations Committee shall nominate two candidates for each vacant position. There will also be opportunity for nominations from the floor.
3. Except as noted in Item 4 below the President-Elect will move through the chairs to the position of President and immediate Past President without being voted on again. The same procedure will apply to the progression of the Vice President-Elect for Conference Program to the position of Vice President for Conference Program.
4. If the general membership, the Standing Committee Chairmen, the regional representatives, or the Executive Committee submit questions concerning an officer's ability to continue in office, the Nominations Committee shall fact find and reflect its finding by
    a) Determining that the incumbent is able to continue in the position to which he was elected and no need for change is indicated.
    b) Ascertaining that the incumbent should not continue in office and that two candidates should appear on the ballot for the position in question.
5. The Nominations Committee's officer nominations, together with biographical information, shall be announced at the concluding general assembly of the International Conference. There shall also be the opportunity for nominations to be received from the floor.
6. The final ballot, together with biographical information on each candidate, shall be mailed to all institutional members by the Executive Secretary as soon as practicable after the International Conference. The Executive Secretary shall establish a deadline date for return of the ballots which shall be approximately two weeks from the date the ballot is received.
7. The Executive Secretary shall announce the results of the election to the membership as soon as practicable (it is estimated the preparation of the ballots, the mailing, return by members, and tally should require up to 60 days).
8. The successful candidates for the positions of President-Elect and Vice President-Elect for Conference Program shall take office immediately. The successful candidates for the positions of Vice President for Regional Affairs and Vice President for Committee Affairs shall take office at the next annual conference. In this manner the latter two will be Vice President designates for approximately ten months prior to assuming their responsibilities. They will not be members of the ACU-I Executive Committee until actually assuming office but will use the time between the announcement of the election results and their installation to prepare for their responsibilities.

Advantages

1. *This process provides for the greatest potential involvement of the membership. If the balloting is done only at the business meeting (as under Proposal No. 1), dues paying institutions not able to attend the conference are disenfranchised.*
2. *Voting by mail after the conference tends to lessen geographical inbalance in the voting as a result of the conference location.*
3. *If all institutional members are able to vote on changes to the constitution and by-laws by mail, they should have the same opportunity when it comes to electing officers of the Association.*
4. *It is likely that as the Association grows a large number of schools will be in the small enrollment category where there may be a problem in being able to attend the International Conference because of limited staff, finnces, etc.*
5. *The mail ballot provides the union director with the opportunity to consult with students and staff before casting the institutional vote.*

Disadvantages

1. *It will be about 60 days before election results are known.*
2. *This proposal will require more administrative work than Proposal No. 1.*
3. *Returns from the membership in previous mailings sent out by the Central Office have been approximately 25% to 30%.*
4. *Some potential nominees may not wish to compete with colleagues on the ballot. This may lead to the loss of valuable leadership.*
5. *It may be more difficult to achieve a geographical and philosophical representation among the officers on the Executive Committee.*

Conclusion

In conclusion, it should be understood that this Report deals with the election procedures to be used at the 1972 International Conference. By accepting the Nominating Procedure Study Committee Report at this business meeting, the membership would first vote to determine its preference between the concept of the Nominations Commit-presenting 1) a single nominee for each position or 2) a choice of two nominees for each position on the ballot. In the event a single nominee for each position is preferred, the present election procedure would be retained.

In the event a choice of two nominees for each position is preferred, the membership would vote on its acceptance of the election procedure outlined in Proposal 2.

It should be understood that there are a variety of Constitution or By-Law changes which would need to be made to properly implement an election procedure which entails a choice of two candidates for each position. The Study Committee felt inclusion of these changes with this report would only generate confusion. Appropriate changes to the Constitution or By-Laws would therefore be submitted separately, if the election procedure involving two candidates for each position is adopted.

Mr. Codding then moved and Mr. Hopf seconded that the delegates be polled to determine their preference between Proposal #1 and Proposal #2 of the report. A five minute recess was declared, following which Mr. Hopf and Mr. Codding withdrew their motion.

Mr. Codding then moved and Ernest Christensen, of the Univesity of Manitoba seconded, that the present nominations and balloting procedures be retained. The motion was defeated, 96 yes to 137 no, on a roll call vote. (A tally of this vote has been placed on file in the central office.)

Mr. Codding moved, Wayne Justham of the University of New Hampshire seconded, that Proposal #2 of the Nominations Study Committee report be accepted. Ronald Barrett, of San Jose State College moved and Mr. Siggelkow seconded that paragraph #5 of Proposal #2 be modified to read "The Nominations Committee's officer nominations, together with biographical information, shall be announced at the annual business meeting, with voting to follow at that meeting. There shall also be the opportunity for nominations to be received from the floor."

Robert Henderson of the University of Buffalo moved to table the motion. Mr. Take Harada of the University of Hawaii seconded the motion, which was defeated.

Wendell Ellenwood of Ohio State University moved and Richard Mayer of Hamline University seconded that action on the motion on the floor be postponed until four o'clock Wednesday afternoon, March twenty-fourth. After a motion to move the question was made by Marvin Swenson of Pacific Lutheran University, seconded by Donald Walden of the University of California of Berkeley and passed, the Ellenwood-Mayer motion was carried.

In light of some discussion that the entire meeting adjourn until the next day Jane Gentry Smith of El Centro College moved and George Preisinger of Duquesne University seconded that the meeting continue with the rest of the agenda. The motion passed.

John D. Lawson, California State Polytechnic College, San Luis Obispo, chairman of the Resolutions Committee, moved and Ronald Loomis of Cornell University seconded to amend Article VIII, second sentence of the Constitution which reads: *Any revisions may be made upon written notice to all regular member institutions no less than thirty days prior to the annual conference and upon a three-quarters majority vote of the regular member institutions present and voting at the annual conference, or by a two-thirds vote of all regular member institutions voting in a written referendum submitted by the executive committee."* to read: *"Any revision may be made upon written notice to all regular member institutions no less than thirty days prior to the annual conference, followed by a two-thirds majority mail vote of all regular member institutions conducted within thirty days after the annual conference. All requests for revision must be submitted to the chairman of the Resolutions Committee ninety days in advance of the annual conference."* This change shall be effective April 1, 1971. The motion passed unanimously.

Mr. Lawson then moved and Forrest Tregea of Standord University seconded: to amend Article IX, second sentence of the By-Laws by striking out the entire sentence which reads: *Any revisions may be made upon a majority vote of the regular member institutions present and voting at the annual conference, or a majority vote of all regular member institutions voting in a written referendum submitted by the executive committee.* and inserting a new sentence which reads: *Any revision may be made upon written notice to all regular member institutions no less than thirty days prior to the annual conference, followed by a majority vote of all regular member institutions voting in a written referendum conducted within thirty days after the annual conference. All requests must be submitted to the Executive Secretary ninety days in advance of the annual conference.* This change shall be effective April 1, 1971.

Mr. Lawson read the following preface to the Resolutions Committee's report concerning conduct of the Association's business meeting.

The Proposed Guidelines Concerning Participation in the Business Meeting of the ACU-I Annual Conference have been developed by your seven-member Resolutions Committee during the past year.

Five drafts were completed through reams of correspondence prior to the conference and we have revised it twice since Friday following several committee meetings, consultation with members of the Executive Committee, and in response to ideas from interested members at the rap session yesterday afternoon.

We have been guided throughout our deliberations by five principles:

1. We believe the membership has a right to be fully informed in advance of important issues being presented for action.

2. We believe business meetings should be designed to transact business as efficiently as possible.

3. We believe that all member institutions should be guaranteed their right to vote on all important issues whether or not they are able to attend the annual business meeting.

4. We believe that every member of the Association and every person present at an annual conference should know his rights and procedures in presenting, discussing, and voting on items of business.

5. And we believe that provision should be made for setting aside the rules whenever the Association is faced with a matter of such importance that is should be acted upon immediately.

With these concepts in mind, I will proceed to read you the Proposed Guilelines Concerning Participation in the Business Meeting of the ACU-I Annual Conference, which was distributed at the rap session yesterday, and in this room following Dr. Proctor's Keynote Address this morning. Copies are also available here and now, and in the Exhibit Hall at your convenience.

I will now read them completely and then move their adoption for implementation by the Executive Committee following the adjournment of this conference.

After this he read the report itself.

Mr. Lawson moved and Mr. Whitfield seconded that the report be adopted. Gary Grefenberg of the University of Minnesota requested a friendly amendment to Section C by which paragraph #4 would be added to read *"An opportunity for each individual voting representative to caucus with other delegates from his institution shall be provided when requested by one or more voting representatives."* Mr. Lawson accepted the amendment and his motion, as amended passed. The amended guidelines follow:

Eligibility to participate in the business meeting of the annual conference of the Association of College Unions-International is governed by the constitution and by-laws of the organization. The following standards and guidelines are designed to provide a definitive framework for this participation:

A. General Characteristics of the Business Meeting
  1. The Association's annual conference shall include a business meeting to permit an adequate opportunity for the membership to review the activity of the Association and to participate in its affairs.
  2. The business meeting shall be conducted by the President of the Association and recorded by the Executive Secretary. The President shall designate a parliamentarian who will be guided by *Sturgis Standard Code of Parliamentary Procedure* and who will assist the Chair as requested.
  3. A majority of the regular members of the Association registered at an annual conference shall constitute a quorum for the business meeting.

B. Speaking on Issues
  1. All delegates of regular and associate members of the Association are eligible to speak on matters considered in the business meeting. Included among these delegates are:
     a. Those persons holding professional membership
     b. All other union staff members employed on a full-time basis
     c. Student members and students officially representing the Association's regions
     d. Those persons holding honorary membership
  2. Others who do not meet the above requirements may speak on matters under discussion in the business meeting only with the approval of the Chair prior to the opening of the business meeting.
  3. A person wishing to speak in debate or to make a motion must stand and give his name and institution. He may then be recognized by the Chair and given the floor.
  4. Any person recognized by the chair shall be restricted to three minutes in his remarks from the floor.
  5. No person may speak a second time on the same issue until all other eligible participants who wish to be heard have had a chance to speak.

C. Voting
  1. Each regular member institution of the Association shall be entitled to one vote on any given issue raised in the annual business meeting. For the purpose of clarification, it should also be noted that:
     a. Associate members shall not have voting power
     b. Professional, student and honorary members shall not have voting power
  2. All voting representatives of regular members shall be seated in a special section designated by the Chairman.
  3. There shall be no voting by proxy.
  4. An opportunity for each individual voting representative to caucus with other delegates from his institution shall be provided when requested by one or more voting representatives.

D. Presentation of Resolutions and Legislative Proposals Not Involving Constitutional or By-Laws Revision.
  1. Full-time union staff members of regular and associate members, professional members, student members, and students officially representing the regions may submit written resolutions and legislative proposals to the Executive Secretary not less than thirty days in advance of the annual conference for the consideration of the delegates at the business meeting.
  2. The Executive Secretary shall refer such items of business to the Resolutions Committee for language review and determination of constitutional feasibility. The Resolutions Committee shall consult with the proposer if any revision of the original proposal is suggested. Upon completion of this review the Resolutions Committee shall submit a recommendation for the Executive Committee's action.
  3. These proposals and other items of business designated by The Executive Committee for consideration at the conference business meeting shall be made available, in written agenda form, to all delegates not less than twenty-four hours before the scheduled opening of the business meeting.
  4. Amendments to motions or resolutions appearing on the business meeting agenda shall be presented in writing by any full-time union staff members of regular and associate members, professional members, student members, and students officially representing the regions to the Executive Secretary, at least four hours before the start of the business meeting. The Executive Secretary shall refer an amendment to the President-Elect for processing. Together with the proposer and with the assistance of the Chairman of the Resolutions Committee, the President-Elect shall so phrase the amendment as to make it clear and concise, and to insure its constitutionality. Upon accepting a proposed amendment as meeting the criteria above, the President shall present it to the member-

ship at the business meeting. If after seconding and subsequent discussion the amendment is passed by vote, the President may have the prerogative to declare the main motion, in its new form, a major item of business, subject to a total membership referendum by mail. In this case the item of business shall be subjected to further consideration by the Resolution and Executive Committees.

5. Items of new business may be submitted in writing at any time during the conference to the Executive Secretary by any full-time union staff members of regular and associate members, professional members, student members, and students officially representing the regions. Consideration of such business shall be delayed until the next annual business meeting.
   The Resolutions Committee shall review this business and make recommendations to the Executive Committee.
   As an exception to these procedures, any full-time union staff members of regular and associate members, professional members, student members, and students officially representing the regions, with a resolution considered to be of immediate importance to the Association may present the resolution to the Executive Secretary at least four hours prior to the business meeting along with a written endorsement by fifty institutional members. The item may then be introduced and placed on the agenda upon a three-fourths vote by the voting members present. Approval of the resolution would require a three-fourths vote of the voting membership present.

E. Presentation of Resolutions and Legislative Proposals Involving Constitutional or By-Law Revision

1. Resolutions involving the constitution and/or by-laws of the Association may be proposed in writing by any full-time union staff members of regular and associate members, professional members, student members, and students officially representing the regions, to the Executive Secretary of the Association.
2. To be eligible for discussion at the annual conference business meeting, any such resolution must be presented by written notice to the Executive Secretary not less than ninety days before the opening day of the conference. The Executive Secretary shall, in turn, refer the proposal to the Resolutions Committee for language review and determination of constitutional feasibility.
   The Resolutions Committee shall consult with the proposer if any revision in the original proposal is suggested.
   Upon completion of this review the Resolutions Committee shall submit a recommendation for the Executive Committee's action.
3. Such resolution shall be published in the *Bulletin* or *Wire* in advance of the annual conference and written notice shall be provided by the Executive Secretary to all regular member institutions no less than thirty days prior to the conference.
4. Opportunity for discussion on such resolution at the annual conference shall be a precondition of any subsequent referendum which might take place. Such referendum shall be presented to all regular member institutions in the form of a mail vote within a period of no more than sixty days after the annual conference. A two-thirds majority vote of those member institutions voting shall be required to pass a constitutional revision and a simple majority vote shall be required to pass a revision in the by-laws.

Mr. Jordan announced that the committee on the Role of the College Union had submitted the final draft of its revised statement. The draft will be printed in the *Bulletin* with a final call for comments and a completed, final statement is expected by fall.

Richard Blackburn of Kansas State University, chairman of the 1971 Nominations Committee, then submitted the following report:

Mr. President,

First I would like to thank the other members of the 1970-71 Nominations Committee. They have served capably and conscientiously through a review of the qualifications of 70 candidates, whom you nominated for Association offices.

The other committee members are:
Gerald Scanlon, University of Massachusetts, representing Regions 1, 2, 3
John Loch, University of Pittsburg, representing Region 4, 5, 6
Mike Dmochowski, Michigan State University, representing Regions 7, 8, 9
Jess Zink, Central Missouri State College, representing Regions 10, 11, 12
Maurice Seeman, University of Wyoming, representing Regions 13, 14, 15
Past President Ed Siggelkow, University of Minnesota

We present the following report:

For Vice-President for Conference Program -- a man who was Regional Representative, 1962-65; member, Inter-Association and Special Projects Committees; member, 1968 Chicago Conference Program Committee; Chairman, Management Committee, 1969-70; organizer of the 1969 Summer Union Management Workshop at the University of Arizona; who has attended thirteen annual conferences and participated in numerous program sessions; the Vice-President-Elect for Conference Program during the past year; Director of the University of Arizona Union since 1958 -- Bill J. Varney.

For Vice-President-Elect for Conference Program -- a man who was a member of the Professional Development Committee, 1962-64; Regional Representative for Region 13, 1964-67; host director and member of the Program Committee for the 1969 Denver Conference; served frequently as program session chairman and speaker during the ten annual conferences which he has attended; Director of the Ernest L. Wilkinson Center at Brigham Young University since 1960 -- Lyle Curtis.

For Vice-President for Committee Affairs -- a man who was a member of the Recreation Committee, 1961-63; chairman from 1962-66 of the Committee on Relations with Artists' Representatives; member of the 1968 Chicago Conference Program Committee; author of The Guide to Relations with Artists' Representatives; Vice-President for Committee Affairs for the past two years; Director of the Student Center and Director of Student Affairs, University Heights Campus, New York University -- Hans Hopf.

For Vice-President for Regional Affairs -- a man who was a member of the Professional Development Committee, 1959-62; member of the Publicity and Public Relations Committee, 1962-65; member of the Task Force for Human Resources, 1968-70; Regional Representative for Region 3 for three years; author of several articles for professional journals and presentor of many speeches and papers at ACU-I conferences; Vice-President for Regional Affairs for the past two years; Director of the Student Center and Coordinator for Campus Centers on five campuses at Rutgers University -- John Wong.

For President-Elect -- a woman who was a member of the Golden Anniversary Conference Resolutions Committee, 1964; three years as a member of the Professional Development Committee; member of the Program Committee for the 1966 New Orleans conference; Nominations Committee member in 1966-67; Chairman of the Ad Hoc Committee for Officer Selection Procedures, 1967-68; has planned and coordinated seven Region 12 student leadership laboratores; involved with coordination of four ACU-I Summer Professional Seminars; Vice-President-Elect for Conference Program 1968-69; Vice-President for Conference Program, in charge of the 1970 Houston Super-Seventies Conference; during the past year a member of the Study Committee on Current Issues and the Mishawak Assembly planning committee; Program Director at the Texas Union, University of Texas since 1958 -- Mrs. Shirley Bird Perry.

For President -- a man who became a successful high school teacher and coach after receiving BS and MS degrees from West Virginia University; served as Director of the West Virginia University Union for six years; was Director of Student Activities and the Memorial Union at the University of Rhode Island; member of the Research Committee; Regional Representative; served an outstanding three-year term as Vice-President for Regional Affairs, the RR of that period being known as the Bell Ringers; President-Elect, 1970; author of These Are Our Best--A Collection of Outstanding Union Programs, published by the Association in 1959, and Administration and Operation of the College Union; Director of the University Center at George Washington University -- Boris C. Bell.

Mr. Blackburn moved and Clarence Leverenz of the University of Illinois Medical Center seconded that the report be accepted. President Jordan asked for nominations from the floor. There were none, upon which William Brattain of Indiana University moved and Frank Harris of the University of Kentucky seconded that the report be accepted unanimously. The motion passed and the meeting was recessed at 7:35, to reconvene the next day at 4:00 P.M.

President Jordan called the meeting together at 4:15 P.M. March 24 and reintroduced Mr. Codding, who, with the approval of his seconder, Mr. Brattain, withdrew his motion (Proposal #2) of the previous day and replaced it with the following: *That the necessary sections of the constitution and by-laws be redrafted to reflect the procedures in Proposal #2 of the Nominations Study Committee Report and that the results be submitted by the Executive Committee to the voting membership by a mail ballot in time for Proposal #2 to be implemented at the 1972 international conference.* Richard Sochacki of Northeastern University seconded the motion.

Mr. Garber moved and Mr. Walden seconded to amend the motion to incorporate the provision that the draft shall be voted upon item by item.

George Stevens of Oregon State University issued a call for a quorum and, after the call was made, Mr. Spickler announced that no quorum existed and declared the meeting recessed at 5:00 o'clock.

President Jordan declared the business meeting reconvened at 9:10 Wednesday evening for the purpose of making awards and receiving the report of the Resolutions Committee. Vice President Wong introduced the members of the 1972 Nominations Committee, who, with past presidents Siggelkow and Lake, will make up the seven person committee:

Regions One, Two and Three - Eric Mortimer, Carleton University
Regions Four, Five and Six - Cornelius Grant, Albany State College
Regions Seven, Eight and Nine - Ronald Hachet, Wisconsin State University, Stevens Point
Regions Ten, Eleven and Twelve - Walter Smith, Kansas State Universtiy
Regions Thirteen, Fourteen and Fifteen - Marythea Grebner, Southern Oregon University

Plaques in recognition of meritorious service were awarded to William Brattain, retiring chairman of the Research Committee, Carl Nelson, retiring chairman of the International Relations Committee, Charles Cosper and Wendell Ellenwood, retired regional representatives, James Stansbury, 1971 host director, Ernest Christensen, 1971 conference program chairman, Cathy Deal, retired Mishawak Assembly Delegate and to Mary Lou Bilsborough, retiring as Social Director of Purdue University after seventeen years service.

President Jordan announced that the Butts-Whiting Award Committee had agreed not to present an award for 1971.

Anita Bales of North Central College then read the following:

REACH OUT with faith and without fear and hold fast to your dreams.

REACH OUT to you, you and you and grasp the hand of fellowship with understanding.

REACH OUT, this is the 48th Annual Conference of the Association of College Unions-International which has the exclusive rights on compassionate sharing with our fellow colleagues -- the students, staff and administration.

REACH OUT --

To our President, the personification of ACU-I, Hal-allujah Jordan, the epitome of the latest from the pages of Esquire and his dedication to restudy, change, student revitalization, Mishawak, involvement and participation. Quote, "We (the staff) must look at ourselves with self-criticism from the viewpoint of the students we serve. Reach out for that input from the students."

To our Executive Secretary, Chet, and his able assistant, Gayle, for their tremendous tasks this past year along with the vast correspondence have produced the slickest, absolutely painless registration procedure in the history of ACU-I, along with all the goodies "tucked" inside the expandable envelope that included the Professional Registry. We are grateful!

To our Keynoter "Is the mike alive?" Chet, and as he perpetuated a bit of ACU-I history remarked, "You shouldn't be down on something unless you can be up on it." Was that referring to Piedmont? His inspiring challenge of "Reaching Out is not enough -- must also be taking in."

To Trish, who says in her southern accent, "We work as partners in fellowship, student to student, student to staff at 'gut' level."

To Ernie and his energetic envisioning Program Committee who have offered meaningful programs with tremendous detail and coordination on "the need for action" as evidenced in the 47 sessions running concurrently -- for every facet of interest. For the wide-eyed, eye opener breakfast irterest groups all bound together in the philosophy of REACH OUT -- we have taken in the finished product of behind the scene planning.

To our keynoter, Dr. Samuel DeWitt Proctor who put aside his paper -- "To tell the truth" and give us that theological, intellectual message which needs more input more often.

To all distinguished guest speakers, panelists, chairmen, and session leaders for their contributions.

To "what's his name" Stansbury and his Host Committee for the unique innovations they have provided with the opportunity for ethnic appreciation of tradition with the Artists in Residence -- the painter, the wood sculptor, the potter, the creator of wooden spoons, hand dipped candles, corn shuck dolls, batik fabric design, hammered pewter, the copper, wood and glass craftsman; the concert interludes -- the Brier Chords of Greenbrier College, The Madrigal Singers of Clarksburg, the Percussion Ensemble of West Virginia University; the Coffee House with Peter Sayers and Jim Comstock, the "White Roots of Peace" and "The Cage." For the new delegates program, transportation and the Information Center, the bulletin board and house arrangements.

To Mrs. Sharon Hott and her committee for the entertainment of those fortunate wives who are sharing this Greenbrier experience.

To the Greenbrier, steeped in tradition and gracious living with the blending of shades of green that makes its inner beauty something to behold -- however, the shades *of green didn't look too good on the Saturday arrivals on Piedmont! -- the only airline that you leave knowing that you have left a little of yourself behind. To Mr. Truman Wright, Vice President and General Manager, Mr. Jack Horton, Convention Manager and his staff, Mr. Paul Baud, Headwaiter, and his superb staff for their combined efforts for making Greenbrier a memorable experience.*

To "scoops" John Duffek, assisted by photographer Susan Fedo with laudits to their operation of the Press Room, regardless of the animal act they follow.

To Jane Shipton and Brent Steele for the Creative Arts Resource Center and the Integrated Sound and Light Show.

To Educational Displays and Professor Hooks for "Black Images."

To Jane Powell, for the Graphic Arts Display.

To Frank Bartow and Bruce Kaiser for the Pre-Conference Seminars.

To the Recreation Committee and the Committee on Outdoor Activities for the invigorating and challenging events.

To the reliable Jack Overman and Bob Kershaw and their Product Exhibitors who probably thought that the Exhibit Hall was located in eastern Kentucky only to find it is really located in West Virginia. The "stacked" cards in the drawings for the cash prizes.

To the members of the Special Committees and their reports -- the Role statement, Task Force, Mishawak and special commendation to the Nominating Procedures Study and its startling proposals.

To X-it, Bob, and all Past Presidents, we express our gratitude.

To the stamina of the valiant Executive Committee, Regional Reps, and Standing Committees whose "input" is overflowing.

To Shirley Bird who can prove that Interaction can get you to the top with all the laurels of recognition of womanpower by that male dominated ACU-I.

For a salute to Mary Lou, and what better accompaniment than Einor at the Grand.

To the honeymoon couple, Linda and Joe.

REACH OUT -- not just to touch, but to join hands, grasp, comprehend and understand!

The motion was seconded and passed by acclamation. Mr. Jordan then transferred the Peterson gavel, symbol of the presidency, to Boris C. Bell of George Washington University, who declared the conference concluded.

Note: The 1970 Conference Proceedings omitted the following piece of business. The following resolution, submitted by Porter Butts of Wisconsin University was unanimously passed at the final banquet in the ballroom of the Shamrock, Houston, Texas:

In 1967 at Philadelphia, this Association, spurred by some generous impulse, invented a bronze medallion and called it the "Butts-Whiting Award" -- which I've since learned has become more widely known as the "What's Biting Award." At the time I had occasion to say that if I must hang on the wall in bronze, I can't think of anybody I'd rather hang there with than Ed Whiting.

Then the next year, when after 27 years as secretary-treasurer of this Association, Ed decided to turn in the portfolio, the Association by acclamation declared the conference at Chicago the "Ed Whiting Conference."

Now, unlike the Postman who rings only twice, this Association rings thrice.

Not everyone here at Houston -- by several hundred -- was at Philadelphia or Chicago, so a word is in order on what makes Ed our one and only triple-treat -- or, better, triple-threat -- man.

A year out of school, Ed became assistant director of Willard Straight Hall at Cornell in 1930; ultimately, and inevitably, director in 1958. Together with Foster Coffin, that wise and kindly Mr. Chips of the Cornell campus, he so directed the course of this pioneer union of the 1920's that Willard Straight Hall shortly became one of the most distinguished and most emulated of all unions. Today he rounds out an even 40 years of leadership of Cornell's union. And that alone is reason enough why this Association should salute him for the third time.

But Ed is more particularly known to us in this assembly as our secretary-treasurer for 27 years -- one half the life, until he resigned in '68, of this now venerable organization.

As the Whiting award brochure last year noted: "At every national conference since the war Ed was the central figure. He made the multitude of complex arrangements; greeted each delegate as he registered; operated the information and employment service; saw that everything ran smoothly. For some 20 years he rarely found time to attend a scheduled discussion session, other than the ones he was asked to lead."

But when the conference ended, his work wasn't over, by any means. All through the year he answered inquiries from unions and about unions, wrote to prospective members, produced the voluminous Proceedings, got out innumerable mailings to the membership, filled orders for publications, kept the Association books. Night after night, *weekend after weekend, year after year for 27 years. And for many years this was service on an entirely volunteer basis.*

But I'll let you in on a little secret. Evelyn -- Mrs. Whiting -- was there every night and every weekend, too, typing the letters, getting out the mailings, reminding Ed of what ought to be done next. So Evelyn is hereby included as honorary partner in this particular honorary membership.

And may I add a personal note on why I'm glad to be the one to nominate Ed?

Whoever made the room arrangements at Executive Committee meetings and conferences always seemed to book Ed and me together -- he a no-nonsense graduate of the Cornell Hotel Management School and I a wordy editor and kind of absent-minded professor, of sorts. I guess you could say we were the original "Odd Couple" -- living together off and on for about 25 years in a situation made to order for trouble somewhere along the line. But there was not trouble. In those early dawn hours of departure, this guy would struggle out of bed and call me back from the corridor to get my bag or plane ticket; and he always mailed my left-behind pajamas, promptly. For this, I personally and publicly now honor him.

So, Mr. President, for his 40 years of devoted service to the Union at Cornell, for his 27 years of incalculable contributions to this Association, for the thrusts forward he has given to the union movement by working steadfastly at it, with talent and wisdom, and for being the already honorable person, and friend, he is, on behalf of the Executive Committee I propose that you call Ed Whiting forward again and present to him our certification of honorary membership in this Association as another mark of the everlasting gratitude of his colleagues.

Porter Butts, Editor of Publications, Association of College Unions-International

Constitution Of The Association

Article I
NAME

Section 1. This organization shall be known as the Association of College Unions-International

Section 2. The word Union is herein defined as a college or university organization whose objectives are to provide a general community center and an out-of-class educational program, social-cultural-recreational, for the campus.

Article II
PURPOSE

This Association is organized and shall be operated not for profit; and for exclusively educational purposes. In furtherance of these purposes and for no other:

a. Provide a medium through which representatives of member institutions may cooperate in advancing the educational interests of the institutions they represent.

b. Encourage and assist colleges and universities in the planning and development of unions.

c. Prepare and present materials and programs designed to assist in the educational and professional self-development of individual members.

d. Encourage research designed to further develop the educational aims of the Association and its members.

Any activities not in themselves in furtherance of its educational purposes shall constitute an unsubstantial part of its total activities. The assets of this Association are irrevocably dedicated to its educational purposes. No individual shall benefit from any income or be paid any part thereof except the executive secretary, the editor and assistant editor of publications, and research workers, who may be paid a reasonable compensation for their services, and officers who may be reimbursed for actual expenses incurred in the execution of their official responsibilities. Upon dissolution of this Association, any remaining assets shall be distributed exclusively for public educational purposes.

Article III
MEMBERSHIP

Section 1. Membership in the Association shall be open to any college or university. Application may be made to the executive secretary of the Association and is subject to the approval of the executive committee.

Section 2. Individuals may become non-voting members of the Association in accordance with the provisions outlined in the By-Laws.

Article IV
OFFICERS AND THEIR ELECTION

Section 1. The officers of the Association shall be the president, president-elect, vice-president for conference program, vice-president-elect for conference program, vice-president for regional affairs and the vice-president for committee affairs.

Section 2. The officers shall be elected at the annual conference by a majority vote of the regular members present.

Article V
EXECUTIVE COMMITTEE

Section 1. There shall be an executive committee which shall consist of the president, president-elect, vice-president for committee affairs, vice-president for conference program, vice-president for regional affairs, vice-president-elect for conference program, a student member chosen at an official student-staff assembly, the immediate past president, and the executive secretary (without vote).

Section 2. The term of office of the members of the executive committee shall be from the date of election of the officers through the next regular annual conference of the Association, except that the student member shall become a member of the committee immediately upon his election and shall serve through the next student-staff assembly.

Article VI
ANNUAL MEETING

The Association shall meet in conference annually.

Article VII
BY-LAWS

The affairs of this Association shall be conducted in accordance with the By-Laws, except that none of the provisions of this Constitution may be contravened at any time by the By-Laws.

Article VIII
AMENDMENTS

Any of these articles may be amended or repealed, supplementary articles added hereto, so long as such revision shall not change the exclusively educational purposes for which this Association is organized and operated. Any revision may be made upon written notice to all regular member institutions no less than thirty days prior to the annual conference, followed by a two-thirds majority mail vote of all regular member institutions conducted within thirty days after the annual conference. All requests for revision must be submitted to the chairman of the Resolutions Committee ninety days in advance of the annual conference.

BY-LAWS
OF THE
ASSOCIATION OF COLLEGE UNIONS-INTERNATIONAL

Article I
MEMBERSHIP

Section 1. Institution membership shall be of two classes, regular and associate. Applications for membership in either of these classes shall be submitted to the secretary of the Association for approval.

a. Regular membership shall be for those colleges and universities that have a union building.

b. Associate membership shall be for those colleges and universities that are contemplating establishment of Unions or that are interested in any phase of Union activity. Institutions joining as associate members may hold such membership until January 1 of the year following the start of construction, at which time said member is automatically transferred to regular membership.

c. Where two or more unions or campus community centers exist under the jurisdiction of the same governing board, they shall be entitled to apply for a single membership; if under the jurisdiction of separate governing boards, each shall be entitled to Association membership status and services upon payment of the established fee.

Section 2. There shall be three types of individual membership.

a. Professional membership shall be open to any professional staff member who is employed on a full-time basis in any Union whose college or university holds regular or associate membership in the Association. Applicants must be sponsored by the director of any member union and must be submitted to the executive secretary of the Association for acceptance. Continuance of the membership after leaving union employment shall be subject to the approval of the executive secretary.

b. Student membership shall be open to any student who is enrolled in a program of studies related to the college union field or who is working part-time in a Union under an assistantship, fellowship or internship or to any student actively engaged in union activity. Applications for student membership must be sponsored by the director of the member union and must be submitted to the executive secretary of the Association for acceptance.

c. Honorary membership may be conferred by the executive committee on those individuals who have manifested an exceptional interest in the affairs of the Association or rendered exceptional service to the Association. No dues shall be required from honorary members.

Article II
DUTIES OF OFFICERS

Section 1. The president shall direct the affairs of the Association and preside at the annual conference. He shall appoint, with the approval of the executive committee, all standing conference and special committees, and the regional representatives of the Association. He shall represent, or appoint persons to represent, the Association at conferences and ceremonies to which the Association has been invited and should have representation. He shall call meetings of the executive committee when he deems it necessary.

Section 2. The president-elect shall assume the duties of the president in his absence, and shall perform such other duties as the president and the executive committee may determine.

Section 3. The vice-president for conference programs shall be responsible for the development of the program for the annual conference.

Section 4. The vice-president for regional affairs shall coordinate the activities and functions of the regional representatives, shall provide training for new regional representatives, shall preside at all meetings of the regional representatives, and shall perform such duties as shall be assigned by the executive committee. The term of office shall be one year. The vice-president for regional affairs may be reelected but shall not serve for more than three consecutive terms.

Section 5. The vice-president for committee affairs shall coordinate the activities and functions of the standing committees, shall preside at joint meetings of the committee chairmen and shall perform such duties as shall be assigned by the executive committee. The term of office shall be for one year. The vice-president for committee affairs may be re-elected but shall not serve for more than three consecutive terms.

Section 6. The vice-president-elect for conference program is responsible for developing the program of the annual conference scheduled two years after his election and shall perform such additional duties as shall be assigned to him by the executive committee.

Article III
EXECUTIVE COMMITTEE

The executive committee shall operate between the annual conferences of the Association; it shall determine the time and place of the annual conference; it shall supervise the preparation of the annual budget and shall approve expenditures; it shall fill such vacancies as may occur in the membership of the executive committee; it shall meet immediately preceding the annual conference to discuss matters to be brought before the conference and such other business as may come before it; it shall determine the location of the central office, appoint the executive secretary, and determine the particulars of his duties and employment.

Article IV
VOTING

Section 1. Each regular member of the Association shall be entitled to one vote at the annual conference. A majority of the regular members registered at an annual conference shall constitute a quorum.

Section 2. Associate members shall not have voting power.

Section 3. Professional, student and honorary members shall not have voting power.

Section 4. There shall be no voting by proxy.

Article V
DUES AND FEES

Section 1. Annual dues for regular members in the Association shall be assessed in accordance with full-time student enrollment as follows:

Enrollment	Annual Dues
Under 2,500	$ 60
2,501 - 5,000	100
5,001 - 8,000	125
8,001 - 10,000	150
Over 10,000	175

Regular members not in the United States or Canada shall pay annual dues of $40. These shall be the only institutional dues which may be assessed in the name of the Association.

Section 2. Annual dues for associate members in the Association shall be one-half that of corresponding regular membership.

Section 3. Annual dues for both classes of membership shall be payable to the executive secretary of the Association at the beginning of each calendar year.

Section 4. Annual dues for professional and student members shall be six dollars.

Section 5. Annual dues for professional and student members are payable on October first to the executive secretary of the Association.

Section 6. The assets of the Association are irrevocably dedicated to its educational purposes. No individual shall benefit from any income or be paid any part thereof except the executive secretary and the editor and assistant editor of publications, and research workers, who may be paid a reasonable compensation for their services, and officers who may be reimbursed for actual expenses incurred in the execution of their official responsibilities. Upon dissolution of this Association, any remaining assets shall be distributed exclusively for public educational purposes.

Article VI
REGIONS AND REGIONAL REPRESENTATIVES

Section 1. The Association shall have geographical regions. For each region created there shall be a regional representative whose responsibility it shall be to assist the officers and executive committee in the development of the Association, advise on matters of policy, and assume responsibility for holding regional conferences.

Section 2. The geographical regions shall be determined by the executive committee and reviewed periodically.

Section 3. The president shall appoint, with the approval of the executive committee, a representative from each region. Appointments are to be made at least one month prior to the regional conference and the term of the appointment shall be three years. The term shall begin at the end of the conference following the appointment and shall expire at the end of the conference three years hence. A person serving a full three year term as regional representative cannot succeed himself.

Article VII
COMMITTEES AND APPOINTMENTS

Section 1. The president shall appoint, with the approval of the executive committee, the following committees: Arts, International Relations, Junior Colleges, Management, Outdoor Activities, Professional Development, Publicity and Public Relations, Recreation, Relations with Artists Representatives, Research and Resolutions.

Section 2. The president may constitute, with the approval of the executive committee, such other committees as are deemed necessary to the functioning of the Association. Committees may be dissolved by action of the executive committee. Functions of the committees shall be determined by the executive committee following recommendations of the individual committees. Descriptions of those functions shall be maintained by the Executive Secretary and be made available to members upon request.

Article VIII
NOMINATIONS COMMITTEE

The Nominations Committee shall consist of seven members, two of whom shall be past presidents of the Association, appointed by the president with the approval of the Executive Committee. One past president shall serve as chairman of the committee; the other past president shall serve as chairman-elect. The other five persons, who shall represent a geographical balance of the Association, shall be appointed by the regional representatives from the recommendations submitted by the Association's membership. The Nominations Committee shall prepare a list of nominees for the offices of president, president-elect, vice-president for conference program, vice-president-elect for conference program, vice-president for committee affairs and vice-president for regional affairs. Appropriate biographical material of the nominees shall be presented with the report of the committee.

Article IX
AMENDMENTS

Any of the articles of these By-Laws may be amended or repealed, and supplementary articles added hereto, so long as such revision shall not change the exclusively educational purposes for which this Association is organized and operated. Any revisions may be made upon written notice to all regular member institutions no less than thirty days prior to the annual conference, followed by a majority mail vote of all regular member institutions conducted within thirty days after the annual conference. All requests for revision must be submitted to the chairman of the Resolutions Committee ninety days in advance of the annual conference.